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**From Policy to Practices: Global Education in Portugal and
England.**

A comparative case-study *à propos* of an internship at the
Development Education Research Centre of the Institute of
Education, University College London

Internship Report carried out under the MA in History, International Relations and
Cooperation, supervised by the Professor Doctor Luís Antunes Grosso Correia

Faculty of Arts, University of Porto

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*To my mother, my biggest example,
Of Work, of Courage, of Love.*

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Yours, Francisca

Resumo

Este Relatório de Estágio apresenta-me como um produto de uma experiência profissional obtida durante um estágio internacional, ao abrigo do programa Erasmus+, no *Development Education Research Centre* no Instituto de Educação da *University College London*, em Londres, Inglaterra, sob orientação do Doutor Douglas Bourn. O estágio, e seu produto final, advêm da realização do Metrado em História, Relações Internacionais e Cooperação da Faculdade de Letras da Universidade do Porto, sob orientação do Professor Doutor Luís Grosso Correia.

A experiência ocorreu ao nível da investigação, pelo que além de reportar as minhas principais atividades no Centro de Investigação, procurei desenvolver um estudo de caso, iniciado em Londres, que visa três objetivos fundamentais: Primeiro, olhar para o quadro internacional de algumas das mais influentes Organizações Intergovernamentais Internacionais, nomeadamente as Nações Unidas e a sua agência UNESCO, a OCDE e a União Europeia, sobretudo através do trabalho desenvolvido pelo Centro Norte-Sul do Conselho da Europa e da Comissão Europeia, e perceber quais as suas orientações no domínio da política e das práticas da Educação Global e/ou da Educação para a Cidadania Global. Em segundo lugar, e olhando numa perspetiva mais micro e, de certo modo, meso, é efetuado um estudo acerca de como a Educação Global é entendida quer em Portugal, quer em Inglaterra, e – em terceiro lugar – como tem (ou não) sido trabalhada no currículo nacional formal de dois sistemas educativos em apresentação e comparação: O sistema educativo Português e o Inglês (Inglaterra circunscritamente).

No sentido de perceber teoricamente o objeto de estudo e questões alocadas, foi feita uma revisão de literatura *multireferencial* que incorpora um quadro teórico histórico e sociológico, onde a ideia e conceitos das Relações Internacionais – e Cosmopolitismo – estão presentes. Contudo, e porque cremos que a Educação Global faz-se pela mão daqueles que a praticam quotidianamente, foram realizadas oito entrevistas semi-diretivas gravadas e transcritas a indivíduos que trabalham nesta área, quatro em Portugal e quatro em Inglaterra; os indivíduos entrevistados representam organizações reputadas na área da Educação Global em ambos os países e de diferentes carateres institucionais. A análise realizada formulou-se sob a integração das conclusões oriundas do quadro teórico e das entrevistas realizadas.

O contributo deste documento visa abordar a Educação Global como uma política e prática que está em crescimento nos níveis doméstico e internacional; daí a pertinência de analisar as políticas e práticas de Educação Global em dois contextos europeus diferentes, através da voz daqueles que nessas realidades estão implicados, sendo a sua ação configurada – e, neste caso, estudada – num quadro de crescente globalização e interdependência.

Palavras-chave: Educação Global, Cidadania Global, Globalização, Cosmopolitismo, Política(s) e Pática(s).

Abstract

The following Internship Report is the product of a professional experience acquired during an international internship under the Erasmus+ Programme, at the *Development Education Research Centre* at the Institute of Education of the University College London, in London, England, under the supervision of the Doctor Douglas Bourn. The internship and its final product came from the attendance of the MA in History, International Relations and Cooperation of the Faculty of Arts of the University of Porto, under the supervision of the professor Doctor Luís Grosso Correia.

The experience happened at the level of research, whereby beyond reporting my main activities in the Research Centre, I developed a case-study, initiated in London, that has three fundamental objectives: First, to look at the international scene of some of the most influential International Intergovernmental Organisations, namely the United Nations and its agency UNESCO, the OECD, the European Union, especially through the work developed by the North-South Centre of the Council of Europe and the European Commission, and understand what are their orientations in the domain of the policy and practices of Global Education and/or Global Citizenship Education. In second place, and analysing through a more micro and meso approaches, is conducted a study about how Global Education is understood in both Portugal and England, and – in third place – how it has been (or not) integrated in the formal national curriculum of the both presented education systems in comparison: the Portuguese and English education systems (England specifically).

In order to theoretically understand the object of study and allocated questions, was made a *multireferential* literature review that incorporates an historical and sociological framework, where the idea and concepts of International Relations – and Cosmopolitanism – are present.

However, and because we believe that Global Education is made through the hand of those that daily put it in practice, were made eight semi-structured interviews, recorded and transcribed, with individuals that work on the area, four in Portugal and four in England; the interviewed individuals represent reputable organisations in the area of Global Education in the both countries and have different institutional characters. The analysis was formulated under the integration of the conclusions deriving from the theoretical framework and the conducted interviews.

The document aims to address Global Education as a policy and practice that is growing at the domestic and international levels; that's why is important to analyse the policies and practices of Global Education in two different European contexts, through the voice of those implicated in these realities, being their action configured by – and, in this case, studied – in a framework of a growing globalisation and interdependence.

Keywords: Global Education, Global Citizenship, Globalisation, Cosmopolitanism, Policy(ies) and Practice(s).

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List of Acronyms

CIDAC – Centro de Intervenção para o Desenvolvimento Amílcar Cabral
CoE – Council of Europe
CPD – Continuing Professional Development
DCD – Development Co-operation Directorate
DEA – Development Education Association
DERC – Development Education Research Centre
DE – Development Education
DfID – Department for International Development
DfE – Department for Education (England)
DGE – Directorate-General for Education
EC – European Commission
EEC – European Economic Community
ENED – Estratégia Nacional de Educação para o Desenvolvimento
EU – European Union
FGS – Fundação Gonalo da Silveira
GC – Global Citizenship
GCE – Global Citizenship Education
GSE – General Certificate of Education
GE – Global Education
GENE – Global Education Network Europe
GLP – Global Learning Programme
ICT – Information and Communication Technology
IPAD – Instituto Português de Apoio ao Desenvolvimento
MDG’s – Millennium Development Goals
MJ – Makutano Junction (project)
OECD – Organisation for Economic Co-operation and Development
Ofsted – Office for Standards in Education
SAT’s –Standard Assessment Tests
SDG’s – Sustainable Development Goals
SFYOUTH – Schools for Future Youth (project)
SMSC – (Pupils) spiritual, moral, social and cultural (dimension)
UK – United Kingdom
UN – United Nations
UNESCO – United Nations Educational, Scientific and Cultural Organization
UNDP – United Nations Development Programme

Introduction

A personal track: experiencing Global Citizenship in practice

Make an internship abroad, far from home and our friends and family, starting a new phase of life in a different country and speaking another non-fluent language is a very hard task to undertake. This experience was the first in many things, including my first time abroad! Despite the outstanding impact that it has in our professional identity, it is also a remarkable experience in personal terms, as everything in life I must say.

In this sense, the final product of this long but emancipatory experience can be considered as an intellectual journey that is materialised in this *written testimony* of an interesting research project, under a Comprehensive Paradigm, “(...) based on the interdependence of the object and the researcher”¹. However, it also represents a personal and professional pathway of self-development due the proclamation of a culture of internal debate and discovery (Torres, 1995 *apud* Teodoro, 2003: 25).

This final report is about the internship that I undertook at the *Development Education Research Centre*, attached to the Institute of Education, University College London. The internship was celebrated under an Erasmus protocol (through the Erasmus+ programme) and the time of internship was fixed to almost 7 months. My informal supervisor (and my internship supervisor at the institute) was *Douglas Bourn*², a known specialist in the Development Education area, in England.

This report includes, among other things, two important dimensions of my research internship: 1) the activities and tasks that I worked with, during my internship, initiatives that will be reported across all this document; and the 2) the inclusion of a *paper* that I started to develop in London, based in a personal interest on Education Policy and Comparative Education applied to Development Education (that was partially presented at an international congress).

The general topic of my internship and also of the *paper* that I have been producing is *Global Education*, because I considered it an ‘emerging theme’, in a growing multicultural context that emphasis transversal learning dimensions, as Global Citizenship competences, as extremely important to prepare youth to the current society challenges, brought by *Globalisation*.

¹From the original (in Portuguese): “(...) assente na interdependência do objecto e do sujeito de investigação”.

²Douglas Bourn is the current Director of the *Development Education Research Centre* (DERC) at the Institute of Education, University College London (London, the United Kingdom), since July 2006. Formerly, he also was the director of the *Development Education Association* (DEA), between 1993 and 2006. He is also the editor of the *International Journal for Development Education and Global Learning*. He has a range of national and international publications on the issues of Development and Global Education, Global Learning and Global Citizenship Education, being his recent publication the book *The Theory and Practice of Development Education. A Pedagogy for Global Social Justice*.

Globalisation has been shaping the world towards a Capitalist Economy, the diffusion and exchange of several channels of information and knowledge, the establishment of relations among people from several economic, political, social and cultural backgrounds. Day after day, individuals are becoming more *Global Citizens* but seems that the majority of them are not fully aware about that.

A few changes happened in the last few decades, since *industrialisation* and *modernisation* processes, to the ‘boom’ of communication technologies, supported by a world connected through interests, motivations, curiosity and a sense of world’s identity.

We believe that, both, *Globalists* and *Sceptics of Cosmopolitanism* would agree that 1) there has been an effective growth in recent decades in economic interconnectedness among Nations, albeit with several (unpredicted) consequences; 2) political, economic, cultural competitions at the global scale are challenging old hierarchies and generating new forms of (in)equalities of power and knowledge; 3) transnational issues have become more relevant to what we would like to assume as an international community, calling into question matters traditionally recognised as domestic matters of governance; 4) there has been an expansion of international governance which is allocating several questions regarding to the ‘world order’ and whom is it serving; and 5) all these developments and/or improvements require new models of thinking and reflecting about policy, economy and cultural (ex)changes, which makes crucial the formulation of effective forms of regulation and democracy (Held & McGrew, 2013: 209; 2010).

The World always has been highly political. In this sense, Political Communities can no longer be considered ‘self-enclosed political spaces’, encapsulated into their own realities, as if external factors from the international economy or transnational policy would not make a difference in their domestic communities daily life (Held & McGrew, 2013: 2010). The overlapping of forces, relations and networks and its extensiveness, intensity, velocity and impact – on an international basis environment – are shaping even the most powerful states, even though this influence can also be moderated by mechanisms of structural inequality and hierarchy that are stipulated by those powerful nations (ibid).

In the past, “(...) nation-states principally resolved their differences over boundary matters by pursuing ‘reasons of state’ backed by diplomatic initiatives, and ultimately by coercive means” (ibid: 211). However, this logic of power is unappropriated in a world where powerful states make decisions not only for their national peoples, but for other communities as well, and also where transnational actors such *International Intergovernmental Organisations* (IIO’s) and international forces cut across the boundaries of national societies. This process of *complex deterritorialisation* represents a new reterritorialisation of political authority, partially motivated by economic (dominant) wills and (hegemonic) interests.

Education has been one central element in public and political debates regarding to the development of individual and collective identities. School, as a public institution is, currently,

highly influenced by both domestic and international phenomena. Due the dynamics of globalisation processes and phenomena, education has been subjected of several reconceptualisations (in policy and practices) due the international mechanisms of political and economic regulation (Madeira, 2007: 100) and Schools have been passing through a double crises: one is related with issues on *Regulation* (schools are being not able to integrate diverse social classes); the other issue has to do with *Emancipation*, and schools difficulty in promoting social mobility as they should (Habermas *apud* Teodoro, 2003). These emancipation could be achieved, in part – we believe – through Global Education inputs.

As is pointed out in the *Global Education First Initiative*, a United Nations project regarding Global Education, “education is a greater driver of social, economic and political progress”. In this sense, “if as a global community we are to deliver on the promise of education to transform lives and confer social, economic, and environmental benefits to society, we must ensure that all children and youth develop the knowledge and skills they need to be productive citizens of the world” (*Recommendations from the Learning Metrics Task Force*, 2013³). After all, in one hand “(...) Education can be used to indoctrinate and socialize youth, while, on the other, it has the potential to foster critical thinking and enhanced civic capacity among children and their families” (Russel & Bajaj, 2015: 93).

This study makes a positive contribution to this area because there are not so many studies that compare the contexts of education for development in Portugal, a Southern country passing through an economic crisis, and in England, a country currently facing a growing positive economic environment, under an also growing multicultural society. *Secondly*, Global Education is an emerging theme as we said. This does not mean that no one never heard or wrote about it; when we mention ‘emerging’ we mean that now is becoming more known, more relevant to global society and to countries as well.

According to our vision, this study is scientifically relevant because (1) makes sense for us compare two different member-states of the European Union (EU) (under a metaphorical representation of the European ‘countries of South’ and the European ‘countries of the North’); (2) Global Education is a current extremely important issue due the influence of globalisation in education, the growing mobility of people from different backgrounds around the world (and particularly within the EU) and the diffusion of cultures, traditions and beliefs and the concomitant need to have a ‘transformative mediator’ to make cultural differences interact pacifically; and (3) because we consider that education processes should not be restricted to a couple of powerful subjects of learning. We strongly believe that, in such a globalised world, is highly important discuss issues that happen all over the world, in order to educate people to be more conscious global citizens. Therefore, we look at this comparative study to show how policies

³ Document available at: <http://www.uis.unesco.org/Education/Documents/lmtf-summary-rpt-en.pdf>.

and practices on Global Education are promoted under different settings, and make a reflection about the best strategies to emancipate education in its all fronts (in this particular case, in Global Education front).

We also strongly believe that the best policies are the ones produced with the accuracy of social science combined with social prosperity, where the ‘common good’ is not a vague word that comes with some theoretical discourse. But, in such globalised world the mentioned ‘common good’ would be... an exclusive one? Questions like this one suggest that learn about others... about the world, is definitely important. In this sense, as Roger Dale (1986) stated, a research study gains with a diversity of documentary sources, since a literature review, data collection and concomitant analysis, ending with a ‘triangulation process’ of all information (Teodoro, 2003: 23) and an effective interpretation of knowledge, as Michel Foucault reflected⁴ (ibid: 25). That’s why our approach includes the attempt to (theoretically) cross several dimensions that have contributing to Global Education as a process of social collective and individual transformation, particularly under a policy analysis framework.

In the chapter 1 we present a theoretical framework that includes an exploitation of Globalisation and its effects in Education, we studied Cosmopolitanism in an International Society versus Community and how Global Citizenship identity might be arising. We also have explored what Development means and how it has created its own underdevelopment side through the hands of the considered ‘developed countries’; in this sense, we also worked through the concept and theories of Inequality.

In the chapter 2 we develop the concept of Global Education and related areas, its transformative learning approach, particularly under an intercultural paradigm of action in order to reach Social Change; we also described the importance of an effective evaluation process around all of this.

In the chapter 3 we described the main international recommendations on Global Education and/or Global Citizenship Education regarding to the mentioned IIO’s, in order to make the international framework of Global Education more solid.

In the chapter 4 we described and reflected about the main activities/projects and programmes that I worked with during my internship of seven months. For a more accurate scientific process, I used *Participant Observation* and I have wrote *Field/Observation Notes*, available in attachment.

In order to introduce the case-study we reported in the chapter 5 the methodology that we used. The chapter 6 includes the case study itself, with an overview about formal education in the both countries, Portugal and England, as well as the track of Global Education within the both education systems. In order to achieve a fruitful understanding about the practice of Global Education, were used semi-structured interviews to reach the voices of the actual practioners of

⁴From the original (in Portuguese): “O que é próprio do saber não é ver nem demonstrar, mas interpretar”.

Global Education and their efforts in including it in the formal education system. The presentation of the interviews outputs and their discussion comes in the chapter 7 followed by further conclusions, as the final outcome of the triangulation process, under a premise of intensive reflection and scientific creation.

We would like to add some considerations that might facilitate the reading of this essay:

- Global Education and Development Education are assumed as concepts that represent the same phenomenon and process, but with different conceptual tracks and history(ies); this mean that when we refer one term we also mean the same when referring the other;
- Global Learning is assumed as the process that mediates the information received regarding Global Issues, with the effective learning of them by individuals;
- Global Citizenship is interpreted as the outcome of Global Education inputs, transformed in ‘awareness’, ‘knowledge’, ‘skills’ and ‘values’ through Global Learning processes.

1. Theoretical Framework

1.1 The ‘Globalisation’ effect(s): in the World, in Education

Globalisation is a term currently used to describe our contemporary daily-live, however it represents more than a generation of changes and improvements; is deeply embedded in an historical process and long-term changes. Is also a set of procedures, news mechanisms and phenomena, and generally represents an entire culture rooted on the emancipation of a technological society. Some of the most important facts brought by globalisation are: the creation of global markets that generated a massive circulation of products, including national coins; the awareness-raising about international connection and interdependence regarding to people, communities, enterprises, associations, governments etc. This sort of development generated new identity forms but certain political and economic options became hegemonic. These facts can converge, interact or ‘live together’, which generate different consequential pathways to the phenomena (Cravinho, 2002: 268).

The ‘global’ is nowadays something relatively different than it was a couple of years ago, not only due the intensity of globalisation processes but also because it perceives national borders as peripheral or, for other words, irrelevant to the creation of social, political or commercial relations for example.

Until the 80s the concept of ‘globalisation’ was almost inexistent in both literature and among common sense. At the present time, the concept is very well-known and is embedded in practically everything that happens in the globe (ibid: 265). The concept of globalisation is, according to some literature, coincident with the end of the Cold War. After the fall of the Berlin Wall some theorists associated the communism death with the raising of a new economic movement where Capitalism has found space and possibilities of expansion. The idea of International Capitalism showed up as the new economic and social paradigm and globalisation recognised as the process that drove and drives Capitalism. Notwithstanding, the process of globalisation is too complex to be reduced to this simple and economic perspective. What also characterises globalisation is its multiple and sometimes contradictory ways of manifestation. Our world is inhabited by so many different people from several cultural, economic, social, political backgrounds, which means that the responses to the challenges of globalisation are also heterogeneous and always have a conditioning effect on individual and society pathways.

Currently Globalisation includes a high interconnection among nations due (1) the enlargement of economic, social and political activities beyond borders, so an event that happens in a certain part of the world can have an impact on the other side of the Globe, (2) the intensification of patterns of interaction and connection among States which, consequently (3) implies an extension of flows and patters, becoming less clear the distinction between ‘the global’ and ‘the local’, as

well as what is 'internal' and what is 'external'; (4) those interactions originate transnational problems that can only be resolved through international cooperation (led by transnational organisations in some circumstances) and, finally, (5) it generates complex networks among several international actors by creating systematic constraints at the international and domestic levels (globalisation also has a shredder and stratified character) (Almeida, 2003: 3;4)⁵.

"Globalisation denotes the intensification of worldwide social relations and interactions such that distant events acquire very localized impacts and vice versa" (Held & McGrew, 2013: 2). It can be understood as a historical process defined by: 1) a stretching of social, political and economic activities across political frontiers; 2) the intensification of real and virtual interconnectedness; and 3) the acceleration pace of transborder interactions and processes worldwide; 3) the growing extensity, intensity and velocity of global interactions (ibid: 2;3). Globalisation describes a new structural organisation of human affairs, with the support of contemporary technologies and infrastructures of communication and transportation, enabling virtual real-time worldwide organisation and networking (ibid: 3); it highly depends on the lenses used to conceptualise and analyse it (Risse, 2007).

"Among the pre-conditions to globalisation, the most prominent refers to transports and communications. The trend to the reduction of the planet to a unique social entity, where Geography gradually loses determining quality in matters of organisation or social identity, is only possible in a world where all parts (or the majority of it) are connected"⁶ (Cravinho, 2008: 268). The adoption of macroeconomic policies across all the globe is one of the major characteristics of globalisation and, we could say, the reason why inequality is so big.

However, globalisation can be differentiated in two main levels: 1) hegemonic globalisation or globalisation from above, which represents globalisation as the enhancer element of global trade and capitalism and 2) the counter-hegemonic globalisation or globalisation from below, that is centred on the global civic society and the different grassroots movements, national or transnational, that integrate the civil society (Almeida, 2003)⁷.

The discourse and communication procedures regarding to globalisation are focused on the *transnationalisation* of economic production and the proliferation of financial markets, as well as its consequences across the globe. However, phenomena as cultural dissemination and diversification and consensual knowledge have been also verified and pointed out as clear effects

⁵Apud McGrew, Anthony (2000): "Democracy Beyond Borders" in David Held and Anthony McGrew (eds.): The Global Transformation Readers: An Introduction to the Globalisation Debate, Cambridge: Polity Press: 7-8.

⁶From the original (in Portuguese): "Entre as pré-condições para a globalização, a mais proeminente diz respeito a transportes e a comunicações. A tendência para a redução do planeta a uma só entidade social, onde a geografia perde gradualmente qualidade determinante em matéria de organização ou identidade social, apenas é possível num mundo em que todas as suas partes (ou grande maioria) estão ligadas entre si".

⁷Apud Santos, Boaventura de Sousa (1997): "Por uma concepção multicultural dos direitos humanos", Revista Crítica de Ciências Sociais, 48: 11-32.

of globalisation. In this line of thought, Wallerstein have reflected on the raising of collective understandings and identities (Held & McGrew, 2013)⁸, which can potentiate cultural hegemony across the globe, despite the very ‘glocalised’ cultures linking local systems with contextual meanings to global framework (Held & McGrew, 2013: 142).

“Globalisation discourse constitutes itself as a social construction in the sense that making economic globalization inevitable serves particular purposes and interests” (Risse, 2007: 128). Globalisation discourses have in their constitution different levels of power structures of domination and subordination (Foucaultian perspective), but also a very important transformative role (Habermasian perspective) under what is called by ‘counter-discourse’, partially promoted by some transnational movements (ibid: 142).

Globalisation has brought several new challenges to the international and national arenas of the world; even the concepts that used to orientate people’s lives claim for different – and updated – responses from governments, the private sector and communities in general.

Globalisation is currently potentiating a relative process of deterritorialisation due the fact that international events and activities are no longer restricted to a specific ‘logic territory’. National territory as a traditional symbol of domestic governance is declining in comparison with the past. Moreover, globalisation is implying a relative *denationalisation* of power in this interconnected global system. One of the main controversies within globalisation puts in opposition the paradigm of a ‘good global community’ and the paradigm of ‘good national or local communities’. Globalisation is principally the consequence of an inherent expansionary logic of capitalist intensive and extensive than a decade ago (Kearney/Foreign Policy 2003 *apud* Held & McGrew, 2013: 9). Globalism as a political and economic project has been replaced by a new imperialism as humanity adjusts to the realities of the unipolar moment and violent reassertion of geopolitical competition” (ibid: 6).

Regarding to Education, according to Ana Isabel Madeira (2007) there are different perspectives about the effects of globalisation in domestic education policies. Some authors state that there are several impacts from globalisation in the decision-making of education policies, especially education systems, whereas others refer globalisation effects as a ‘partial internationalisation of education’ (100). Also, as the same author stated, the standardisation of the education systems do not legitimate a global society and/or a culture. But, instead, to a fragmented world culture composed by several localisms and regionalism (102). This phenomenon has generated multiple educational situations, which requires a study about how transnational influences are being shaped and in what are they based (depending of the issue, specificity).

⁸ Quoted under the contributions of Meyer, 1987; Meyer, Boli & Thomas, 1987; Meyer et al., 1997; Thomas et al., 1987; Boli & Thomas, 1997, 1998).

1.1.1 Globalisation and its effects in Education

As Mendes has said, in the construction of a certain policy is important to recognise the influences of globalisation networks in both, the establishment of policy agendas in education and the conceptualisation and implementation of policy measures and orientations (2007: 108). Education policies are becoming internationalised due what is called ‘globalisation of education policy’ (Seixas, 2001 *apud* Mendes, 2007). In the other hand, the emergence of standardisation implied a certain reproduction of its discourses by Nation-States (Schriewer, 1996 *apud* Mendes, 2007). There are several types of globalisation; it is not an univocal process and its effects highly depend on the context. With more or less intensity, all countries are confronting globalisation, particularly with the emergence and consequential impact of transnational organisations as the European Union or UNESCO are examples.

“Globalisation has significantly altered the nature of the core problems confronting nation-states as well as the nature of their capacity to respond to them (Mendes, 2007; Dale 2000 *apud* Verger, Altinyelken & Novelli, 2012: 13;). In this sense, we would like to highlight two main macro approaches that address the nature of the effects of globalisation in education.

The *Common World Educational Culture* (CWEC), a concept developed by *John Meyer* and his students from Stanford, which refers that the institutions of the Nation-State and the Nation-State itself are influenced by an *international standard culture*, that advocates for specific rules and ideology(ies), being education systems considered a fertile territory to reproduce the mentioned norms and cultural orientations (Mendes, 2007). The author also mentioned that the CWEC includes as principal international key-stakeholders, organisations as the OECD, the UNESCO and the World Bank, for the international diffusion of standard models of education (108; 109). “World Society theorists argue that a single global model of schooling has spread around the world as part of the diffusion of a more general culturally embedded model of the modern nation-state” (Anderson-Levitt, 2003 *apud* Verger, Altinyelken & Novelli, 2012: 11).

Regarding to the *Globally Structured Educational Agenda* approach (GSEA), the capitalist world though its market economy is the driving force of globalisation and the first causal source of multiple transformations manifested in different policy sectors, including education (Dale 2000 *apud* Verger, Altinyelken & Novelli, 2012: 13; Mendes, 2007). This model provides a legitimisation support to political action and support the regime of accumulation, also potentiating its reproduction. Is highly influenced by one of the most recognised trends in the education field: the importance of achieve lifelong competences that prepare young people to their entrance in the global jobs market. These competences are generally called by ‘communication’, ‘organisational’ skills, and also include the dimension of leadership, multi-task expertise and the culture of working under pressure.

Barroso (2003) defines three important spaces to the process of progressive internationalisation of policies: (1) the *contamination effect*, that implies the transference of concepts, measures and

policies applied in other countries, at the global scale, in order to legitimise national policies; (2) the *hybridity effect* which represents a mix of different discourses, policies and practices, reinforcing the pluralistic character of policies; and (3) *the mosaic effect* that represents several individual measures that rarely achieve all Education System, being applied to a certain parts of the system (Mendes, 2007; Barroso, 2003⁹). This process of internationalisation has, according to Teodoro (2001) three main effects: 1) the normalisation of the education policies; 2) the establishment of an international agenda for education; and 3) the fixation of a mandate for education according to the legitimated position of the (abstract) international system (Mendes, 2007; Teodoro, 2001), where international intergovernmental organisations fit in.

Regarding to the *detritorialisation* of the education policy, it is not an explicit process that operates at the international scene, but the literature suggests that has been influencing indirectly nation-states and other power structures through advocacy and lobbying activities. The studies, projects, funding opportunities that have been promoted by international agencies influence the way that domestic governments look at education and make choices within this field to build their own agendas. One of the most known cases is the impact of the *Programme for International Student Assessment* (PISA) in policy-making on assessment across countries (in practical terms, by instigating measurement assessment tools, as score tests, and defining national priorities according to international competition mainly in defined core disciplines).

We believe that the intensification of the *international circulation of policies* could represent a positive effect on the emancipation of education policy, but can also restrict an identification of national needs of a specific set of options, generated by international trends and influences on decision-making, which can have negative effects, because the type of citizens/professionals that we will have in tomorrow's society could be highly influenced by those trends.

1.2 International Society *versus* International Community: from reality to utopia?

The International System as we currently recognise it emerged from the Second World War, when started to be promoted *multilateral relations* (the relations among States were bilateral at that time in the majority of the cases). This process aimed to universalise social basic principles through international organisations nominated by States, generating the so called *Hegemonic Multilateralism* (Almeida, 2003: 19), which still exists but under a wider and more complex shape, not only due the character of the current institutions, but with the course of international events. This 'Complex Multilateralism' interacts with different international organisations, as well as other global movements from Civil Society. Presently exists a variety of international networks that, with the advances from the market and other forms of international human

⁹ See: Barroso, J. (2003). *A Escola Pública – Regulação, desregulação e privatização*. Porto: Edições ASA.

interaction, created social structures that operate in a superior level than the individual, but below to the State, two fundamental conditions to the possibility of civil society intervene transversally to national borders. The consolidation of international systems allowed the creation of several cultural, economic and social transnational networks and the interstate system originated the emergency of transnational organisations that pursue their own interests at the international level.

The idea of a *global civil society* is based on an *interstate system* but it recognises the sovereignty rights of States and the jurisdiction of their national territories (ibid: 21). The system can be considered inconsistent due the lack of a central authority, but still represents a way of global governance and has facilitating human and economic interactions.

These *transnational civil societies* are characterised by having a sense of global responsibility because there is a common idea that both individuals and their representative organisations (some of them with transnational character) can influence directly policy-making, becoming possible the existence of a ‘cosmopolitan consciousness’ that, consequently, will promote a ‘cosmopolitan democracy’. A ‘cosmopolitan consciousness’ is absolutely crucial to change global governance policies because it means that citizens understand the real repercussions of such policies and feel that they can change some phenomena at the global scale and are becoming part of an international community. In this sense, cooperate internationally is a duty that individuals must fulfil, particularly when governments are inadequate.

The concept of ‘International Community’ is relatively known by the general public, but it can represent some ambiguity. Sociology has made clear the difference between ‘society’ and ‘community’; the first is characterised by connections based on common interests; the second represents a connection established by ties of affection (Cravinho, 2002: 37). Both Tonnies and Weber, authors of the mentioned distinction, consider that has been occurring a process of transformation from communities to societies due the economic transformation of our world. In other words, the economic power tends to promote rules of *utilitarian rationality* (rational associations, rules of associations for conflict resolution) instead of rules of affection (seen as ‘natural’, based on values), a consequence probably brought by globalisation (ibid). In this sense a community is a way of ‘being’, while a society is a way of living (own translation, Cravinho quoting a Spanish author named Ant3nio Poch y Caviedes).

For several sociological, political...even behavioural reasons, humanity tends to introduce itself in groups or associations more or less well-defined. Some associations, as States or International Organisations have become representative of a specific point of view or created an institutional position that supposedly represents the community, however is the essence of humanity that should produce the rights and duties attached to the actions of an organisation. We are not advocating for an anarchy, we are highlighting the importance of keep human what started to be an organism representative of humans. Even the humanitarian division in States is considered artificial. Is not desirable to finish with this type of social organisation because it has a very

positive practical sense, but is extremely important to keep in mind that humanity is more than a division of groups of people, geographically separated by States and frontiers.

The world is passing through a deep mutation and, despite the theoretical interest that an international community might represent, would be essential generate a common set of values, international solidarity, an established culture of consensus... and, most important, a sense/feeling of belonging. The process of globalisation brings an approximation in relation to events that happen in other parts of the world. But this is not – at least yet – an international community.

Nevertheless, an *International Society* might be seen in the current framework, as a possible representation of our world, according to Tonnies' distinction between an international community and an international society. The international society is pluralistic in the sense that allows the interaction between multiple actors, with their own defined objectives, historical paths and multiplicity of environments, where the rules guiding social interaction are also multiple. A pluralistic international society, based on a fragmented political authority, implies the existence of several actors with differences that might generate some socio-political confrontation, (Cravinho, 2008: 41), which ends to be positive in long-term because gradually introduces innovation into the international system. Social behaviour highly depends on the expectations associated to other's behaviour, under the guidance of institutions and their laws. This process generated what is called by expected predictability in relation to others, which allows people living together at the international scene. Norms/rules represent the elements of mediation and, if they are not mandatory, their failure could implies social exclusion.

1.3 The Role of the Nation-State in a postmodern era

Globalisation generates new inputs for education policy-making, and, by extension, defines new problems to address (Ball, 1998 *apud* Alinyelken 2012). In this sense, globalisation also changes the ways that Welfare States address education in their political agenda, revitalising the role of international agencies in building policies of education, bringing international players to the scene and promoting, implicit or explicitly, the education mandates from the mentioned institutions/organisations (some with the power to change the legal framework of member countries).

There is no doubt that contemporary social life is associated in many aspects with the modern state (Held & McGrew, 2013: 13), including education provision. Modern States emerged in Western Europe in the eighteenth and nineteenth centuries and distinguished themselves from other parts of the world due their political organisation, implying a distinctive structure regarding to *sovereignty*, *territory* and *legitimacy*. This brought the notion of definition of borders, monopolistic control of violence, a structured centrality to constitutional power based on a representative model, and a governance based on centred mechanisms of fiscal management, law enforcement, professional armies and the concomitant elaboration of formal diplomatic relations

to development of diplomacy (ibid: 14;15). The modern international order started with a normative trajectory promoted by the *Peace of Westphalia* in the eighteenth and early nineteenth centuries. Only in the late twentieth century the modern international order of states became truly global, with the end of all the great empires: the European, the American and the Soviet (ibid: 15).

The feeling of *nationhood* has been linked to many factors, as: a) the attempt to rule elites and governments, in order to create a new identity, sustained in state power to coordinate public policy (Breuilly, 1992 *apud* Held and McGrew, 2013: 29); b) the creation of a common framework of understanding, through mass education (Gellner, 1983 *apud* Held and McGrew, 2013: 29); c) the emergence of media that diffused more national histories (Anderson, 1983 *apud* Held and McGrew, 2013: 29) and d) the creation of a historical sense of the *homeland*, inculcated in the individuals' memories, the consolidation of ethnic communities, through a common public culture and law and an economy that potentiated social mobility (Smith, 1986, 1995 *apud* Held and McGrew, 2013: 29).

The connection between 'Citizenship' and 'Nation-State' was forged by the Constitutionalism or Constitutional tradition (Almeida, 2003). The idea of a more inclusive concept of Citizenship became popular in around the nineteenth century, with the emergence of labour movements and suffragettes (11). The concept of citizenship is traditionally connected with 'bounded societies', where the society was seen as a sovereign social entity with the State in the centre, and with the necessary structures to organise the rights and duties of each member of the society. Social relations were established within the national boundaries; the State had the monopoly of that territorial jurisdiction, while every social, economic, cultural activities were organised by society (ibid: 14). The Regulation was the principal contributing factor that allowed the differentiation among societies. Sovereignty was highly articulated with the tie established between citizenship and 'nationhood'. With an institutionalised citizenship, the State could govern through Social Governance, reaching its apogee with the so called 'organised capitalism'. By that time emerged the concept of *Welfare State* as a way to deal with the risks of the mentioned organised capitalism. Later, emerged the Social Citizenship, what implicated the national risks that every person could face by being a full community member. With globalisation, the essence of 'social citizenship' was modified. In this sense, Capitalism and World trade have weakened the Nation-State.

Nonetheless, national identities always have been highly contested; states are complex institutions organised by instituted laws and rules, where nations represent cross-class collectivities that share, in principal, a sense of common identity based on cultural, linguistic and historical commonalities. In this sense, what still links states with nations are both the complex cultural and psychological allegiance of individuals and a still particular sense of national identity.

The advocates of a national culture point out that there is no such thing as "(...) common global pool of memories, no common global way of thinking and no 'universal history' in and through

which people can unite. There is only a manifold set of political meanings and systems through which any global awareness must struggle for survive” (Bozeman, 1984 *apud* in Held and McGrew, 2013: 32).

Notwithstanding, the appearance of new forms of citizenship, as Cosmopolitan Citizenship, has to do with the idea of a post-national identity. This idea claims that people can feel empathic with other people, cultures, types of social organisation etc...from other parts of the world. The paradigm behind this idea is that we passed from a State-Centred international system to a larger and wider territorial space. These new identities, that came from the mentioned interconnection among people all over the world have been facilitated by the media and, in a ultimate analysis, can help the creation of a cosmopolitan consciousness (ibid: 18) However, the current more known post-nationalist identity still is the ‘European citizenship’ to European individuals, due the fact that is the most broader and closest sense of transnational identity that European peoples have. Yet.

1.4 Development: from a Philosophy to a Status

Development is an interdisciplinary field where economic, social and cultural matters and relationships take place (Koonings, 1986). The field started to have a technical and quantitative character but, and particularly due the emergence of Capitalism, it became more critical. Development, as a concept and phenomenon is also a historical expansion of Capitalism towards the *Modernisation* and the *Industrialisation* processes.

Development is seen by some as the enlargement process of our individual needs, in order to each person on the earth have the chance to concur *freedom*. There is another perspective contrasting with this, declaring that development happens according to what national and/or international indicators show (Sen, 2003), but which main goal is also to reach freedom. In this sense, is important to mention that both theories can achieve the freedom they look for, but they will be always influenced by economic and social devices (as Education is example) and civic and political rights (for example the freedom to participate in public policy debates) (ibid: 19).

Freedom is nuclear for two main reasons according Amartya Sen: first, development should be evaluated by the level of freedom and, second, because the effectiveness of development is tied to the free action of people (2003: 20). Freedom is not the exclusive goal of development, but needs to be verified among its principal means (ibid: 26).

As Sen mentioned, in order to have freedom is substantial to have processes and sustainable living conditions to think, to act...that some people in the world do not have (ibid: 33). There is a diversity of instruments that can be mobilised in order to reach the conditions to secure the mentioned development. The called *instrumental freedoms* include *political freedoms* that represent the possibility to people take decisions and act in conformity to that, *economic devices* that promote the use of economic resources to consumption, production or exchange, *social*

opportunities represented by society systems such Education, that highly influence the way that people live their freedoms, *guarantees of transparency* that represents the importance of people trust in other people and sections of society and *social foresight*, interpreted as the pillar of freedom, which only exists to give a safety net to every person (Sen, 2003: 52).

Howsoever, the lack of individual and social freedoms, as the freedom of being informed and independent, is one of the major reasons why development, in the year of 2015, did not fully happen for every person in the world yet. According to Sen this has to do with the ignorance regarding to a specific theme and/or issue. Thinking under an *Utilitarian paradigm*, the access to certain information has to do with its relevance, normally to a specific context and/or groups of people. However, one of its limitations, which is very important to the subject of Global Citizenship, is that it can generate indifference and disinterest regarding to rights, freedoms and other non-utilitarian concerns (ibid: 76) that, consequently, can result in an osculation between accommodation and mental conditioning. We believe that the information that become available – when it is – is also the product of what other institutions and organisation made available. This means that, not so rarely, a range of information is not being considered when decisions are made, neither individuals are completely aware about certain phenomena around them.

Vulnerability in accessing information, as global contents are example, is a barrier to freedom, so is a barrier to development. Vulnerability reflects serious threats to choices and capacities and hinders the dissemination of social justice. Human development is highly dependent of the possibility of choice, which means that when this condition is not verified, part of humanity is condemned to vulnerability (UNDP Report 2014¹⁰: 23). Choices are limited by capacities, so when the capacity for human agency is limited or vulnerable, humans are vulnerable too. This vulnerability is dynamic in the sense that includes not only the economic, but also the social and political dimensions of life, based sometimes on a limited cognitive independence. Other vulnerability pointed out in the UNDP's report from 2014 is the impossibility to act with autonomy and participate actively in the society, which also represents lack of freedom and social injustice.

We believe that, in order to ensure full capacity to act about global matters, is important that people have the conditions (possibility of choice, capacity, freedom) to participate actively. To reach effectiveness in wider Development is essential to secure the mentioned conditions, as well as *Social Cohesion*, to a better society.

On the other hand, “policies and related measures can help in addressing the big issues that leave people and communities vulnerable in three broad areas: *prevention*, *promotion* and *protection*” (UNDP, 2014: 25). The mentioned three areas make both individuals and societies more resilient, which is also a major goal attached to Global Citizenship. Through *preventing*

¹⁰ Document available at: <http://hdr.undp.org/sites/default/files/hdr14-report-en-1.pdf>.

shocks, it's possible to create a macro environment, with agreed international policies, to reduce vulnerability at the global scale. *By promoting capabilities* are given the conditions to individuals and societies as a whole prosper; and *protecting choices* through creating an environment of social cohesion, freedom and justice to generate a consistent development of societies. As was mentioned in the UNDP's report, "expanding the space for diverse voices to be heard—and reflected in policies—enables individuals and societies to address their particular concerns and promote equal life chances, laying the base for secure and sustained development" (ibid). This only would be possible if the mentioned three dimensions of policies for reducing vulnerability and building resilience are achieved (UNDP, 2014: 25, 26).

To conclude this part is important to mention that there are two different kinds of relationship between *Education* and *International Development*: first, *development includes education* and, second, *education drives development*. In the first one, education is one of the society's institutions that extends and improves itself in the course of a country become more developed. In the second one, attention is turned to the ways in which broader processes of development are underpinned by, and dependent on education.

Notwithstanding, there is a third relationship, where *education becomes constitutive of development*. This relationship is based on "(...) participatory approaches to development emerging from the 1970s involving community empowerment, in Freire's radical ideas on pedagogy, and in the emphasis on agency in the human emancipation and participation in collective decision-making – and consequently learning and personal development – are central" (McCowan & Unterhalter, 2015: 7). This specific relation represents the importance of include global contents in education settings (and through an educational approach), in order to reach the mentioned development.

1.4.1 Inequality as a barrier to an effective Development path

Inequality gains expression when the powerful structures of society benefit some specific groups over others. Some social pressures are political, being designed to promote the interest of some groups of people (Cravinho, 2002: 47). We believe that this is a failure of humanity due the tension/ambition for power.

Inequality already existed in every part of the world; the curious fact about it, is not that it still exists, but rather that people who suffer from inequality already accepted that is how things work in the world.

Thomas Piketty (2014), after almost 500 pages of analysis on his most recent book 'Capital in the Twenty First Century', argues that inequality has a history and a long political path: regular tendency toward a 'natural' equilibrium; is influenced by convulsive social changes and driven by economic, social, political phenomena (274). "Socioeconomic inequalities (disparities across the world) (...) are always both causes and effects of other developments in other sort of spheres"

(274). Currently, social environment is experiencing new economic phenomena that highly influences development prospects.

Global Development has Forces of Convergence and Forces of Divergence according to Piketty (2014). Regarding to forces of Divergence, even if the return of capital to society is high, the growth is weak due the accumulation and concentration of capital in specific groups of people (23), which generates inequalities across the Globe. However, as the author adds, the principal force of Convergence is the diffusion of knowledge, which is a variable also dependent on educational policies, access to training and the acquisition of appropriate skills. Lack of adequate investment in training can exclude some social groups from the benefits of economic growth (22), which also represents a certain natural pathway if we consider that societies are still organised by social class.

A recent school of thought called the 'dependentistas' observed that "(...) the economies of developing nations have been shaped in response to forces and conditions established by the industrialized nations and that their development has been both delayed and dependent as a result" (Wallestein, 1998: 6). The 'dependentistas' have concluded that developing countries failed due the distorted development brought by dependency relations (ibid). A further elaboration of this theory was emerged in recent years by the hand of Immanuel Wallerstein, called the 'World-System' theory/perspective. According to this paradigm, since the sixteenth century a world capitalist economy started, dividing the world into three main geographic world zones: the core, the semiperiphery and periphery. "The core dominates the system and drains the semiperiphery and periphery of their economic surpluses" (ibid), which will be perpetuated by the international system. This *World-System Theory* is based on the assumption that the modern world comprises a single capitalist world-economy, which has emerged since the sixteenth century and which still exists until today (Wallerstein, 1998: 281). Its paradigm assumes that national states have parallel stories, internal socio-economic profiles and hence distinctive politics, but are constituted by a whole interconnected and interdependent system. Being the international system ruled by *economic liberalism*, the advantages and disadvantages brought by globalisation affect generally the same groups of people, resulting in a permanent inequality and generating what is known by structural differences between the Global North and the Global South.

1.5 A Critical Theory of Inequality

Rostow (1998) has defined five major stages to characterise the development of society structures over the time. The author explains that the pre-Newtonian societies, mostly known by 'traditional societies' were highly connected with Agriculture and operated under a hierarchical structural model of society, whose scope was very narrow and the process of social mobility quite vertical. Family played a large role on social organisation and fatalism was the main word to characterise the prospects of every underprivileged family. From this type of society, civilisation

moved to a *second* stage of growth, which happened around the late seventeenth and eighteenth centuries in Western Europe, under the also growing path of modern science applied to Agriculture and Industry (1998: 11). This created a new dynamic at the international system, through raising competition. This figurative invasion constituted an alternative to the older paradigm and showed to communities that economic progress would be necessary in order to achieve other goods as national dignity, private profit, the general welfare, a better life for children and also Education (ibid: 12). Commerce arose, modern manufacturing enterprise appeared, as well as the usage of new production' methods. However, economy remained, during some time, stuck in traditional low-productivity strategies. Major changes at the economic and social dimensions of society emerged by that time, but the decisive feature would be political.

“Politically, the building of an effective centralized nation state – on the basis of coalitions touched with a new nationalism, in opposition to the traditional landed regional interests, the colonial power, or both, was a decisive aspect of the preconditions period; and it was, almost universally, a necessary condition to take-off...” (ibid).

The *third* stage was the big step for the constitution of an effective modern society, what happened “(...) in the interval when the old blocks and resistances to steady growth are finally overcome” (ibid). These changes were more felt in part of the English World (Britain, USA, Canada), under a new paradigm of technological and industrial development, with the political power being prepared for the modernisation of the economy; according with Rostow, actually society was also prepared to invest in modernisation. During this period new industries expand rapidly, receiving profit and reinvesting over and over, which originated a huge expansion in urban areas. New techniques have spread in agriculture and increasing number of farmers were prepared to accept the new production methods. This stage might vary in time depending of the own development processes of each country, but literature points out to the decade after 1783 (stating in Britain) until the first decades of the twentieth century. The fourth stage was characterised by the growing economy that drove to extend modern technology, which highly influenced the entrance of economy in the international system. For some time, the culture of efficient production balanced with some old values and institutions, which curiously was to support the growth process, not to retard it. According to Rostow, around between forty and sixty years after the ‘take-off’, maturity was attained, passing from the original industries to the most advanced fruits of modern technology. This is the time, according to the author, that industries start to produce what the market trends instigated to, as the heavy engineering industries... for other words, production was highly influenced by economic choices or political priorities, rather than a technological or institutional necessity (ibid: 14).

The *fifth* stage or high mass-consumption occurred in the middle and last decades of the twentieth century and was defined as a time where leading sectors shifted their scope, focusing the production in durable consumers' goods and services (ibid: 15). Several changes happened in this time: a number of people gained command over consumption that transcended basic food or clothing, changed the structure of the working force by increasing the proportion of urban to the total of population, as well as the proportion of people working in offices and/or in skilled factory jobs (ibid). In its post-maturity stage, in the majority of western societies it was chosen to allocate increased resources to social welfare and security. "The emergence of the welfare state is one manifestation of a society's moving beyond technical maturity", but is also the stage where production started to operate in a mass basis (as we mentioned, particularly of durable products), when gadgets became gradually diffused and when one of the biggest market trends was the production of cheap mass automobile. Mass and cheap production and consumption started to shape the global market, until today. Part of this development was achieved by the underdevelopment of other places on Earth, namely the 'Global South' (Cravinho, 2002).

This gap between the levels of development of the Global North and the Global South can be interpreted according to the *theories of dependence*, formulated at the phenomenon of Colonial Dependence, based on the domination of the colonies by means of trade monopoly of land, mines and manpower in the colonies (ibid: 253).

The development of the economies of developed countries opposed to the economies of the underdevelopment ones, because the focus of these last ones was the production of primary products to export. This peripheral position constituted a structural obstacle to an effective development. In the periphery existed an abundance of labour, reason by which the export sectors were translated into lower prices in the market (Koonings, 1986). Is important to retain that development and underdevelopment are both consequence of the Capitalist System, at global level, which produces/ed inequalities by creating an international division of work, where the 'Centre' is distinguished from the 'Periphery'. This division created a dependence relationship which will reproduce and maintain the mentioned structural division that keeps the international society organised according to a division of social classes.

Dependence is when the economy and consequently the political and social development of a nation are conditioned by the expansion of another nation. "The relation of interdependence between two or more economies, and between these and world trade, assumes the form of dependence when some countries (the dominant ones) can expand and can be self-sustaining, while other countries (the dependent ones) can do this only as a reflection of that expansion" (ibid), which is a consequence of having a Capitalism world, – we could say – the modern Imperialism of these days. To the 'underdevelopment ones' is pointed out lack of efficiency in 'modernise' themselves, being ignored the structural dimension of this issue.

This underdevelopment is based on relationships of domination that came from the international division of work, whose beginning was during the colonial period. The market started to benefit from the technological superiority of the industrialised countries and the world system maintains until today large inequality levels.

The theme of inequality between the areas of the North and South was neglected until the 60s/70s. Contrarily to the provisions of Marx and/or Lenin, the Capitalism remains, the inequalities are even more serious and less susceptible of change (Cravinho, 2002: 191). As Johan Galtung, a known author with a vast work on research and development of practical ideas for reach Peace, since the Iberian expansionism at the XV and XVI centuries was developed a dichotomy center-periphery that kept inequalities untouched. This stativity of the international system is explained by the inequality on exchanges, preventing underdeveloped countries to achieve autonomy and social and economic stability, which might represent a certain structural violence, generally unspoken.

Immanuel Wallerstein argues that the discovery of gold in the Americas led to Capitalism and instigated the development of a world-economy, connecting different regions in one system. The international Capitalism was built in a political interstate system, where the dimension of citizenship can be separated from the economic one (ibid: 193). In other words, Capitalism generated a common international society that divides the political and social processes of the States (under a national organisation) and the economic processes, grounded in a single global unification. This system protects apparently the concerns, rights and duties of (national) citizens and allows the economic machine to lead the destiny of this world-economy, being the 'markets' the villain in the story, without any particular face or countenance.

As point out by some *postcolonial theories* (post-structuralist/post-development) or even *Marxist theories* (*dependency theory*, *world system theory* or *social reproduction*), the hegemonic power from the global market has an impact in defining international and national guidelines, inclusively in education. The 'liberal capitalism theory' maximum goal is economic grow and modernising economy and use education as a place where children and young people can acquire the so called 'skills for the 21st century', which normally nobody disagrees with. However, the variants behind this assumption hire a neo-liberalism variant with an exclusive focus on develop skills to apply at the work place, which can be a very limited vision of 'transversal skills', when we consider the multiple dimensions that are constitutive of all human beings, as citizenship.

1.6 A paradigm for a growing cosmopolitanism

Social-constructivism for the current purposes should be considered as more than one of the several international relations theories; paraphrasing Thomas Risse (2007) social-constructivism is also a *social ontology*, a *meta-theory about the social world and the knowledge of it* (126).

What is crucial in this theory is that it brings political discourses and actions into globalisation, “(...) by emphasising the potential for change rather than the inevitability of global processes” (Risse, 2007: 126). Social-constructivism advocates that human agents construct and reproduce through their daily routines and life, what is called by ‘the social construction of reality’ (Berger & Luckmann, 1966 *apud* Risse, 2007: 128). The theory defines that human agency do not exist independently of a social environment and, we believe, a cognitive understanding of a concrete system of meanings, triggered by culture, wider beliefs, economic and political circumstances etc. This process of continuous assimilation and accommodation is always amongst individual lenses and structural frameworks of thinking and acting, being globalisation reinforced and reproduced by social and political practices. However, globalisation itself is also a personal interpretation of social agents.

Cosmopolitanism is sometimes misunderstood with the concept of globalisation, being also associated with ‘globalism’ which, according to Beck (2005; 2006) represents the idea of the global market and the proliferation of the neoliberal economic growth. *Cosmopolitanisation*, in opposition, is a “(...) multidimensional process which has irreversibly changed the historical ‘nature’ of social worlds and the standing of states in these worlds” (Beck, 2006: 9). The concept represents diverse transnational forms of life, the emergence of non-state political actors and the development of global movements, in some cases to fight against the neoliberal globalism and to support another kind of cosmopolitan globalisation (*ibid*). Its main current ideas reflect the existing interdependence relations among people, the loss of the boundaries between ‘us’ and ‘them’, a new syntax regarding to cosmopolitan reality, which means a more social and political grammar... “everyday life has become cosmopolitan in banal ways; yet the insidious concepts of nationalism continue to haunt people’s minds almost unabated” (*ibid*: 19).

Beck (2006) advocates that we live a ‘latent/unconscious/passive cosmopolitanism’ because our individual existence become part of global interdependent connections and relations, without people effectively realise it or express it.

Historically, Cosmopolitanism came from the ancient Greek philosophy of the Stoics due the foundation of the conceptualisation of the ideas of ‘cosmos’, representing the universe/the global and ‘polis’, the former ancient-Greece city-states and what can be considered nowadays as ‘citizenship’, encompassing all humanity and how people can live individually and collectively. Later, Kant published a text in 1784 called ‘The Idea for a Universal History with a Cosmopolitan Intent’, where the author pursues two main goals: the perpetual peace towards a paradigm from the Enlightenment and a kind of evolutionary theory of world citizenship and, second, the possibility of creating an international law based on a *jus cosmopolita* beyond and between States, to prevent conflicts. The constitution of every (free) State should be Republican and the application of international law under a federal form. Finally, a third moment was when Hannah

Arendt introduced the concept of ‘forgiveness’ and that humans should forgive other humans, regarding to the category of ‘crimes against humanity’, more precisely the Holocaust.

For some authors, *cosmopolitanisation* processes can generate several uncontrolled events that make us, individuals, look like victims: of the west, of Capitalism, of Neoliberalism etc. (Beck, 2006: 20). Notwithstanding Beck calls attention to the fact that a Cosmopolitan outlook becomes more open with the intermingling of cultures and identities, which is accelerated by the dynamics of Capital and Consumption, empowered by the Global Market. Cosmopolitanisation represents a dialectical process where the global and the local are conceived as interpenetrating principles.

According to Beck, Cosmopolitanism is becoming ‘liquid’ because boundaries are becoming blurred, relations are being shaped within wider social constellations and mobility is changing the epistemology of the ‘structure’ and ‘community’ concepts. Nation-states remain the central actors in the maintenance of structuring power, in part due the (yet) ambivalent character of Cosmopolitanism.

According to Beck’s typology in defining a world risk society, we can find three main dimensions related with what is considered ‘global issues’: a *spatial dimension*, where risk is confronted within and beyond national boundaries; a *temporal dimension*, that has to do with the duration of these issues/problems and, finally, *the social dimension* which represents the attribution of responsibility for potential threats. This last dimension is quite unclear to define because “civilizational threats are to a large extent deterritorialized, and hence it is difficult to pin the blame for them on anyone in particular or to control them within the framework of the nation-state” (1998: 22). However, global issues are becoming more integrated in mundane experiences, particularly the ones that include what is called by ‘moral lifeworlds’ of human beings (ibid: 73).

One of the challenges imposed to Cosmopolitanism is how to deal with the nation-states defining their national societies according to their own paradigms (27). “(...) The State promises security, strengthens borders and creates administrative apparatuses which enable it to shape and control ‘national society’, being both the creator and guarantor of civil rights (Beck, 1998: 27). Notwithstanding, a cosmopolitan outlook encompasses and reinterprets national realities, whereas a national outlook tends to blind and/or obscures the realities of the cosmopolitan time (ibid: 31).

For conclude, *cosmopolitanisation* of national societies is an irreversible process due the contemporary global interconnectedness towards consumption and work, as well as regarding phenomena related with global dangers, which also creates opportunities for action (ibid: 73). National societies are becoming highly interconnected, however dependence relations are shaped by non-reciprocal exchanges and movements. In other words, “(...) interdependence creates the false appearance that dependencies are reciprocal” (ibid: 80) and, as we already saw when talking about the ‘developed’ and ‘underdevelopment’ parts of the world, it is not.

1.7 Is emerging a Global Citizenship Identity?

Due the impacts of globalisation, the concept of citizenship has been changing and the State has been defining its role in the promotion of a citizenship identity, according with the phenomena of Globalisation and Capitalism (which also have been instigating States to compete among them) (Afonso & Ramos, 2007: 77).

As referred by *Habermas* in the words of Afonso and Ramos (2007), our national societies owe their own identity from the Nation-States that constitute them. More in some countries than others, *mass schooling* also contributed to the reproduction of the values and rules of the Nation, as well as the national common interests, promoted by the State (81). Education and training were the principal elements for the construction of a 'national culture', with individual and collective processes of autonomy. The Nation main pillars were, in this sense, Education and Culture under the recognition of a legal relation among individuals and the State. Even the diffusion of knowledge was controlled by the State. However, is important to reflect that citizenship is also an achievement from working classes, not a merely production of States.

Despite all of this, when the economic structure of a national society does not respond to the needs and expectations of individuals, this can affect national citizenship (Afonso & Ramos, 2007: 83). The integration in international networks or structures of transnational governance, as the EU, is an example of how citizenship has been changing, also due the crisis of the Fordist model of the Nation-State (ibid: 86).

According to Ana Raquel Matos, a researcher from the Centre of Social Studies of the University of Coimbra, there are three important dimensions that must be achieved in order to reach an effective Global Citizenship. First, is important to promote and to embrace citizens' participation. Participation policies in the last few decades became central in national and international agendas. However not always these agendas reflect the real concerns of citizens, especially the ones with a transformative power in order to promote policies that can serve all people. Also, the action of civil society organisations and/or non-governmental organisations project the possibility of a new social and political order that can contribute to a fairer and equitable society. Is in this context that arise several collective actions and movements that aim to claim for a new world order and where Global Citizenship gains territory.

The second dimension is the importance of value different types and ways of knowledge. A truly process of Education for Global Citizenship must include the respect by every type of knowledge, recognising that all have a contribution to make in our world, under a structured and mutual permanent dialogue.

An effective citizenship only will become global when the most resistant borders between the Global North and the Global South are broken. According to the mentioned author, Global Citizenship does not coexist with any dividing lines of the world. Global Citizenship must find the suitable public policies to promote a more sustainable world.

The third and final dimension centralises the ‘local’ as an important part of the global. *The global does not survive without the sum of the local territories that comprising it*¹¹(Matos, 2014: 16). The ‘local’ is where the difference and diversity are embedded in, that’s why is so important to ensure the recognition and respect of the other and its specificities

1.7.1 Barriers to a Global Citizenship Identity

a) *The Westphalia Treaty*

One of the limitations in the political framework of Global Citizenship is the Treaty of Westphalia, culminated at October 24th of 1648. The treaty represents several pacts and resolutions promoted in order to end the Thirty Years’ War (1618-1648)¹², a war that included a range of conflicts between nations due territorial and commercial rivalries, religious and/or dynastic problems.

The pact included the following principles: the territorial States are the fundamental actors of the ‘international life’ and are sovereign (internal and externally), so cannot be submitted to the will or demands of other Nations; is not possible to interfere in the internal issues of a Nation-State; the States are equal in rights and duties at the international scene (and its international laws); the States are obligated to fulfil their own commitments, particularly the legal ones; finally, all these pillars should be respected in order to have a coherent and sustainable system (Cravinho, 2002: 290). In this sense, the Pact of Westphalia instilled a culture of a State-centred System, based on notions of territorialism and a certain type of citizenship inside borders (based on the so called *jus soli* tradition), where the central authority was/is the Nation-State (Almeida, 2003: 45). Feel part of a national community is something more real than an imaginary-international community, which only in recent few decades is becoming more prominent.

Cravinho (2002) believes that the Westphalian model is, today, too far from the current reality and is not so useful in the current international scene. The model still influences society’ structures because has deep roots and there is no alternative model yet; Global Citizenship still is quite abstract.

Is important to have in mind that the Westphalian pact came from a political power, in order to preserve the power of the State and remove any sort of influence from other sources of power. The model never corresponded completely to its initial intentions because it did not match with the reality of an international interaction of States (290). Nowadays the model is considered outdated because the State’s rule in decision-making is today much less relevant than it was in the past in both, internal regulation and in its integration in the international scene. Is important

¹¹ From the original (in Portuguese): “(...)– o global, esse, não sobrevive sem o somatório de territórios locais que o compõem”.

¹² Information on the website: <http://www.historytoday.com/richard-cavendish/treaty-westphalia>.

to highlight that the figure of State, as an institution with centralised authority, will remain in the future; notwithstanding, we believe that this concentrated power is eroding.

At the international scene might be verified a historical tendency to the power of a State become less influent: the idea of no interference in the sovereignty of other Nation-States is unrealistic if we consider the current international situation, with the cases of War in Syria with the terror being spread out by the ISIS¹³ or the North Korea case, we can see a severe violation of Human Rights that needs to stop. Sometimes is also hard to define what are exactly 'state internal issues', due the character of some economic and political international events.

In conclusion, Cravinho advocates that the Westphalia pact symbolically inaugurated the political international order in 1648, but it was a production from its own historical and political time that cannot be applied in today's world. Someday the model will also lose its analytical utility because, in fact, was useful once to characterise the world's international environment and its structural organisation and should be considered in the conceptualisation of other updated models. Its partial influence has every day less notoriety, especially if we consider that we are moving for a cosmopolitan society.

b) Realism theories

According to Almedia (2003) the Realism theories in international relations are a barrier to the concept and ideas of Global Citizenship, because they advocate that the main actors of the international system are the Nation-States (45).

There are three particular authors that have contributed to these theories, despite the different paths they have tracked to reach them: Carr, Niebuhr and Morgenthau. From their work, we can identify the main characteristics of Realism, according to Cravinho (2002):

- The theories combine two elements: a *formal anarchy*, due the inexistence of a supreme power that guarantees the law and a certain type of order, being the participants (individuals) of the international society dependent of each other; and a *practical oligarchy* due the high influence of a certain group of countries, stronger than others, that organise the international system according to their own interests, which means that the relations of power are more visible and determinant, generating what is known by 'international anarchy';
- Under the theories of Realism there is a clear distinction between the international political system and national political systems. In the first case, as we already mentioned, there is no recognition of a superior entity and every person accepts the legal principal of sovereign authority but, in practice, individuals are organised according to the level of power they have in the international scene; in the second case are the Nation-States the effective participants in the international scene and other transnational organisations or movements are seen as

¹³ ISIS – Islamic State of Iraq and Syria (among other terminologies).

agents of States, perpetuating their interests and motivations. In this sense, national and international regulations are State-centred;

- Policy is considered by the theorists of Realism as a game for seeking power and using power. “In the Realistic Analysis the power is simultaneously the goal and the instrument of participation in the international system”¹⁴ (Cravinho, 2002: 142);
- Finally, based on *Maquiavel*, there is a common vision that is crucial to have courage to reflect about how things actually are and not losing time with a reflection of how they could be under different circumstances. In this sense, Realistic theories advocate for a *cold* analysis of reality; are somehow quite conservative in the sense that they distrust in important changes and reject every possibility of change, in order to perpetuate their ‘eternal forces’ in the international game.

However, the theories also have a couple of difficulties in their conceptualisation and practical execution (Cravinho, 2002: 144).

- 1) The idea of *normativism*: Realism was built under a positivism paradigm that refuses itself to tolerate any ideology in the base of their action, despite being quite clear that Realism is an ideological approach;
- 2) The absolute separation between a political context which has a supreme regulator (internal policy) and other political context without any (international policy) can generate an impermeability between what is external and what is internal;
- 3) The idea of a national interests is the central element of the Realism, however never was specifically advanced the objective content of this idea;
- 4) The historical narrative of Realism is quite narrow because all facts are explained by political laws, when the world is immensely subjective and when the explanatory frameworks of reality can be so varied (economic, social, cultural, spiritual etc);
- 5) Also, the continuous seeking for absolute truths using examples from every historical phase of the Earth, makes extremely hard to explain changes in the international system; Realism depreciates both the History and new elements in the international system.

c) *The traditional concept of ‘civil society’*

The traditional concept of civil society – or a more liberal vision of a civil society – can also be a barrier to Global Citizenship because it questions the assumptions about the existence of a ‘global civil society’ (Almeida, 2003).

¹⁴ From the original (in Portuguese): “Nas análises realistas, o poder é simultaneamente o objectivo e o instrumento da participação no sistema internacional”.

In the liberal tradition, the civil society could be misunderstood with the concept of 'State' or 'Political Society'. These traditional societies were catholic communities ruled by law, conducted under an ethical behaviour, with rules and values that must be respected. Its structure was differentiated from the State because each person or group could defend and/or promote its own interests, some of them conflicting with others, while the State advocated for universal interests in order to reach the 'common good' through the ideas of 'public' and 'legality' (ibid: 54).

The main characteristics to retain from this type of civil society is that it was largely institutionalised, individualistic, represented a tool to fight against the State, transformed to a material object due its multiple powers (military, legal etc). Authors such Montesquieu, Tocqueville, Ferguson etc defended, under different visions, that civil society would be a positive environment to several groups interact independently of the State. This liberal notion of society was instigated by market economy and the consecration of private property (ibid: 54).

Inherent to this liberal vision of society is an idea of 'civility' in human relations, which is characterised by its 'decency' and tolerance among people. This civility is at the base of the society but is distinguish from what we conceived as national norms/rules. In summary, "the fundamental ideas to a liberal vision of the civil society are the idea of a limited State, the idea of a market economy and the idea of civility in intra-societal relations"¹⁵. However, the State still has a role and a partial responsibility in the definition of social norms. The idea of a Civil Society still is an idea from the West; however it's hard to apply to reality (ibid: 56), particularly in such a globalised world.

d) The Failure of the World Governance

The 'old multilateralism' or 'hegemonic multilateralism' came around the time of the Second World War and its main purpose was/is the attempt to extrapolate to the international system the principals of a Nation-State, in order to create a 'World State' (Almeida, 2003: 63). The main goal would be the control of the international system and its members. Despite some differences about the idea of a Global Governance or the centralisation of power at the Nation-State level, the fact is that both aim(ed) the encapsulation of power into very specific entities that will rule any other institutions and individuals. The United Nations declaration was, somehow, an attempt to build a 'World Constitution' under a perspective of a Social Contract as Rousseau have introduced it (Almeida, 2003: 66). However, as was mentioned before, the impossibility of interference within country internal issues remain impractical to contest, being guaranteed the sovereignty of States. Despite the importance of States remain free as they should, this also has as consequence the impossibility to generate a global governance and, by instance, a cosmopolitan feeling that

¹⁵ From the original (in Portuguese): "As ideias fundamentais para a visão liberal da sociedade civil são, então, a ideia de um Estado limitado, a ideia de uma economia de mercado e a ideia do civismo nas relações intrasociais".

accounts other Nations issues. Also, according to Almeida the concept of ‘peoples of the United Nations’ refers to the member States of the UN, not the individuals themselves, which is also a barrier to an effective ‘Global Citizenship’ because individuals continue answering by their nation-states, and not by themselves.

e) The Challenge of having a Multicultural Society

As we could see early in this work, the concept of citizenship is still highly embedded into a national framework of understanding and action. In this sense, a large part of minorities and other foreign people are being excluded in multiple forms when trying to be a citizen in a different country where they were born. The expansion of a broader citizenship started with the inclusion of different ethnical groups of people in a territory where they moved. However, multiculturalism requires much more than a feeling of tolerance or acceptance from the other parts of the community. Learn the official language from the country, have some notions about its culture, a deep knowledge regarding to its social norms and rules etc... are important steps to achieve a positive integration.

Several authors have been defending different types of post-national identities based on what is called by universality and territoriality rather than the acquisition of certain rights and duties according to peoples’ nationalities. According to Kymlicka, in the words of Almeida (2003), is arising the idea of a ‘multicultural citizenship’ based on a ethical diversity and crescent connection among different groups of individuals. This is highly important also because one of the main constituents of our current international society is its multicultural character (84), already taken into account by some international intergovernmental organisations and other transnational actors.

2. Conceptual framework

2.1 Global Education conceptualisation

“It is an **education that opens people’s eyes** and minds to the realities of the globalized world and awakens them to bring about a **world of greater justice, equity and Human Rights** for all. [...] it is understood to encompass *development education, human rights education, education for sustainability, education for peace and conflict prevention and intercultural education*; being the global dimension of education for citizenship.”¹⁶

Maastricht Congress on Global Education, 2002

Development Education (DE) is a type of education that promotes a solidary cooperation and engagement regarding to human rights, peace, human dignity; it opposes to any kind of discrimination. The transformation process that should be attached to its practice, incorporates critical thinking, the opportunity to every person participate actively at the society level, and be informed about what is happening around the world (Argibay & Celorio, 2005: 15).

Global Education (GE), a concept that came from the original (and still used) ‘Development Education’, is defined and practiced all around the world in multiple ways. Some definitions emphasise the qualities needed to become a global citizen, being aware about what happens around the world and taking responsibility for action, both individual and collective, whereas others focus on respect for diversity and embrace multiculturalism, advocate for human rights, social justice and sustainability (The Network University, 2014).

For some theorists Development Education is considered the core for Global Education, which is also our case. *Firstly* is important to reflect that Development Education is ‘older’ than Global Education, being this last one quite recent. Development Education emerged from the need to inform people about development cooperation issues, assistance and humanitarian aid. However, looking for the current relations established between the Global North and the Global South, the emergence of new forms of social organisation due technological and economic progress, the challenges of social and cultural equality etc, originated several definitions regarding to ‘the learning and concomitant reflection about world issues’. Some examples of equivalent concepts are: *Global Development Education, Education for Sustainable Development*, or even *Education*

¹⁶ Definition elaborated by experts at the Maastricht Congress on Global Education in 2002, that has been adopted as the conceptual framework basis for the work of the North-South Centre of the Council of Europe and its Global Education Programme (information from the online course ‘Global Education: The Intercultural Dimension’). More information at: <http://icd.netuni.nl/page.php?id=1>.

for Global Citizenship. The more or less usage of the mentioned concepts has to do with political and cultural traditions on DE/GE across countries, which means that the idea of ‘learning about the world’ is spread for several nations, but the concepts attached to that idea may vary. The new adjectival concepts that are being developed by academics and practioners are ‘Sustainable Development’ and ‘Global Citizenship’. The first concept emerged in the 1990s; its roots go back to the Brundtland Report in 1987 and the recommendations made at the UN Rio Summit on Sustainable Development in 1992 and its focus has been little more than an extension of environmental education (Bourn, 2015: 21). The UN Decade for Sustainable Development in 2005 provided a new political impetus for sustainability (ibid: 22). In regarding to Global Citizenship, this concept started to emerge in order to add a personal commitment to learn about global issues. Also, Miriam Steiner in the words of Bourn (2015) explains that “the apparent dissolution of ideological and geographical power blocs and the growth of transnational economic trading communities have created a sense that frontiers and borders are of less importance and significance (1996: xv *apud* Bourn, 2015).

The concept of ‘global’ encompasses all types of education that seek for social change, that educate for justice and a more equitable world, at local, national and global levels; to its application formal, informal and non-formal education processes and settings are considered (ibid). Furthermore, Global Education recognises more closely the concepts of ‘multiculturalism’, immigration issues and the effects of globalisation in education.

Historic and politically, Development Education came into force in industrialised countries under the following conditions: (a) a high income and industrialised economy; (b) a foreign policy that have enabled countries to have an important position at the international scene, in political and economic terms; (c) an emphasis on welfare, the achievement of human rights and the quality of distribution of fundamental sectors across the domestic society, as health; (d) links with developing countries and (e) the existence of racial minorities from developing countries that introduces the ‘national’ need to respond to the new demands of the social system (O’Loughlin & Wegimont, 2008).

The discourses about Development and Critical Reflection on Development Practice started around the 1960s or 70s (O’Loughlin & Wegimont, 2008:11). *DE emerged in Europe and North America as a specific response to the de-colonisation process and the emergence of development as a specific feature of government and NGO policies and programmes*, according to Miller, Bowes, Bourn and Castro (2012: 9). *During the 1980s and the 90s the work of Non-Governmental Development Organisations (NGDOs) and governments began increasingly to focus on Development Education, information and awareness-raising* (ibid). Some of them have struggled to ensure that DE remained visible and pertinent to the development agenda, to adequate budgets and political support. However, policy frameworks while growing, remained weak (ibid). The need to strengthen policy frameworks and the mentioned support through funding began in the

90s due some work in several European and OECD countries. By this time other institutions joined the cause, as intermediary agencies and other education institutions.

Going back to its origins, DE shows some connections with international and humanitarian cooperation; since the 1950s the concept has been changing, as well as its main purposes of action due the economic, social and political changes that happened across times.

The concept was initially formulated in institutional terms by the UNESCO in 1953 through its projects on Education for Cooperation and Peace. From that time forward, the concept passed through different stages of development.

According to Argibay & Celorio (2005), around the 1950s the concept had charitable and paternalistic approaches, which had to do with providing assistance to the developing world. The DE role was mainly to inform and raise awareness regarding to the underdevelopment in the South and how the Global North was helping it. The *sensibilisation* promoted at that time was focused on messages and images about disasters to emotionally impress audiences (the ‘caritativo-assistencial’ approach). Afterwards, emerged a new concept with a critical and solidary focus called the ‘crítico-solidário’ approach. The development and underdevelopment dimensions of life continued to be *faces of the same coin*, due the development of the countries ‘from the centre’ (the Global North) being achieved with the underdevelopment of the countries from the ‘periphery’ (Global South). This inequality generated solidarity among Nations in order to assist the fulfilment of basic needs, as health, food and sanitation in developing countries.

With time the international system became explicitly responsible for inequalities across the world and some nations were considered historically guilty for their irresponsibility in generating such inequalities; DE continued to promote the message of solidarity regarding to the countries from the South and continued to using fundraising as a way to ‘help the poor and underprivileged’. However, at the same time other message started to arise, this time connected with the need to explain inequality causes. DE started to be considered an education process, particularly within universities, professional associations, trade unions etc, with emphasis on development and underdevelopment causes and consequences. By that time emerged the UNESCO’s document ‘*Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms*’¹⁷, which can be considered the (international) founding document of Global Education.

The development of the world in its multiple fronts (political, economic, and cultural) originated a new approach to Development Education whose name was/is ‘*Educação Global*’ (Global Education). Its focus was related with the Interdependence of the world, the concept of ‘Global Village’ also came out, by starting to question the idea of infinitive progress and economic growth. Around 1985 multiplied the solidarity campaigns, expositions, cultural exchanges as well

¹⁷Document available at: <http://unesdoc.unesco.org/images/0011/001140/114040e.pdf#page=144>.

as claims and manifestations from agricultural and industrial unions across Europe, to claim about the universal rights of the labour class and denounce the exploitation of underprivileged people across the world, in order to raise awareness about injustice and inequality. DE started to include the need for understanding about global interdependence, critical knowledge, an emancipatory approach, by questioning about Europe and a constant critique to the consumer society.

Finally, literature recognised as the most recent stage the ‘Educação para a Cidadania Global’ (Education for Global Citizenship). Since the 90s until today, international relations have been suffering deep changes, which partially altered the concept of Development Education. Development, in the way that Capitalism led it, has been creating more inequalities, intense poverty, high migration flows due economic reasons and a bigger segregation between Northern and Southern countries. DE became an important ‘partner’ in raising participation across society, assuming the front line of the fight for Human Rights and the development of an effective Global Citizenship, due the need to reaffirm a Global Society where Freedom and Personal fulfilment according to the *Human Rights Declaration*, have an effective place.

In this sense, DE won a political dimension by requiring for social justice and the end – or at least the decrease – of inequalities and social polarities across the world; it requires the increase of a connection between the local and the global and seeks the achievement of a Cosmopolitan feeling, the base of a truly Global Citizenship practice. The newest version of the concept of Global Citizenship includes a comprehensive look over difference and celebrates multiculturalism. DE started to be considered a transformative education process that operated from and through multiple fronts and dimensions (Argibay & Celorio, 2005: 15-29; Peinado, 2011; Bourn, 2015). Looking at the all changes regarding ‘global education’ definitions, it has arose as a demand by practioners of education and development assistance for a re-definition of education in a context of ‘glocalisation’¹⁸.

As Douglas Bourn (2015) have stated, DE current’s interpretation is much more than learning about development itself. Is an essential pedagogy for our globalised and post-modern societies, that should incorporate in their own education processes and structures a critical pedagogy, ensuring the sharing of different perspectives regarding world’ issues. In this sense, DE should not be misunderstood with ‘aid projects’, particularly the ones that include fundraising for charitable purposes, as it was in the past few decades. Manuela Mesa Peinado also reflected that Development Education is opposed to marketing, sponsorships or other charitable activities that might neglect the truly essence of DE (Peinado, 2011: 164).

¹⁸ It is a combination of globalisation and localisation; it implies the interconnectedness between the ‘global’ and the ‘local’ and analyse how they mutually influence each other, as well as other levels of action. Practically it should include partnerships and networking.

Development Education has been building up with the contribution of social, philosophical and cultural theories (Bourn, 2015: 71). In this sense can be established several connections with different areas of knowledge. The following table shows some of them.

Table 1: Development Education related areas

Education for Human Rights	Initially took form as an expression of denouncing attacks to personal freedoms which, with time, became collective attacks to the human condition. People should, in this sense, be fully aware about the history of rights' negligence and understand <i>where is the line</i> between what is conceivable or not.
Education for Sustainable Development	Originally focused on environmental conversation; nowadays is considered an area that aims to promote awareness and informed knowledge related to sustainable issues, in order to ensure compatibility between the modern way of living of the human being and advocate for a socio, environmental, political and economic sustainability and well-being.
Education for Peace	Emerged from the Second World War, its aim is to contribute with educational models that promote a culture of commitment to Peace. The agenda is focused on the development of strategies, funded in a wider knowledge about the major conflict issues around the world, to achieve intercultural understanding.
Intercultural Education	Its major aim is asserting the possibility to develop and enhance a positive dialogue among cultures, faiths and identities. This importance arises from the recognition of multiculturalism in a higher scale, within the context of globalisation, the development of the world's crisis and increased migration flows. It points the need for critical reflection on our own experience, settings and also promotes a reflection about the power relations that shape our international society. It is based on the need to promote social justice for all, regardless of their origin or identity, by fighting discrimination, adopting more inclusive practices and strengthening mechanisms for democratic participation" (ENED: 23). Its principal aims are (a) to improve communication skills; (b) adapted attitudes; and (c) promote capacity to take part in social interactions for the 'humanity good'.
Global Citizenship Education	Is based on a broader and wider understanding about citizenship beyond national borders and implies a clear knowledge about cultural, social, economic and political issues around the world, in a correlated and holistic way. Its approach is dialogical, funded in critical thinking methodologies. The institutional and pedagogical role of school is essential due the urgency of instigate, from a cross-cutting perspective, society to act for a more just, equitable and solidary world.

Table 1 – Development Education related areas (based on the findings presented by ENED¹⁹).

¹⁹ ENED is the acronym to the *Estratégia Nacional de Educação para o Desenvolvimento* (Portuguese National Strategy for Development Education). Is possible to find the Strategy's document in the following address: <http://www.plataformaongd.pt/conteudos/File/Grupo%20ED/Ened-final.pdf>.

The major theoretical influences came from a western (especially northern) perspective, from known authors in this area as Tye or Hanvey, Dave Hicks, Graham Pike or Robin Richardson. Notwithstanding, there are some theorists that have been doing a great work, starting from a Southern point of view, as: Paulo Freire, Vanessa Andreotti (originally from Brazil), Catherine Odora Hoppers from South Africa and Ajay Kumar based in India. These last ones are more related to guarantee the ‘access’ to DE, instead of the quality of it. Some of them have been relating their studies with ‘community development approaches, particularly in skills development (gender, environment and conflict issues) (Liddy, 2013).

To better understand GE, is important to refer a couple of elements that integrate its epistemology and practice. They are: (i) the view of the world as one single system, and that human life is shaped by the history and global interdependence; (ii) there are basic human rights and freedoms that should be respected above all; (iii) culture diversity is one of the major values that we have as humanity. In this sense tolerance and intercultural understanding are essential for achieve progress; (iv) it strongly believes in the efficacy of individual action (the myth that ‘my participation will not worth for nothing’ should be banned’; (v) child-centred pedagogies are essential to potentiate progress and (vi) that sustainability includes an environmental dimension of action (Mundy, 2007: 9 *apud* Bourn, 2015: 38). Reimers seems to agree:

“Global Education is not indoctrination into a particular set of beliefs or values, it is a process that helps students become **autonomous individuals** who can **deliberate about global affairs** and **participate in the many global commons** they will encounter in their lives, it is a process that **engages students with dilemmas** and controversy that result from globalization which have no singular solution, but where awareness of different cultural perspectives on these dilemmas and controversy is essential to finding the **common ground** necessary to solve them” (Reimers, 2013: 2).

Global Education and Global Citizenship (Education) came with the phenomenon of Globalisation and its consequential effects. “DE actors and practices are particularly strong and sustainable in societies where DE is understood and conceptualised as part of good democratic practice within a globalised and interdependent world” (Krause, 2010: 3). Its importance lies in the contribution of Global Education in promoting awareness and critical engagement of citizens by providing information about global issues that will prepare people to acquire competences to living, generating a truly Democratic Culture.

The first decade of the 21st century was the biggest ever expansion of interest, engagement and support for learning about development and global issues, in the leading industrialise countries

(quoting Bourn, 2015: 23). There are a couple of reasons that are pointed out by Bourn (2015) for that:

- (1) Globalisation made countries become closer. The practical reasons are vary: climate change, instant communications, support for campaigns for fair trade... all of this have instigated people to learn about global affairs (ibid);
- (2) The launch of the *Millennium Development Goals* (MDG's) was an opportunity to countries and governments show interest and commitment to this cause. Combined with the public support, the MGD's are considered a political priority for some countries;
- (3) The support from the *Make Poverty History Campaign*²⁰ in tackling the MDG's.

Between 2001 and 2010 the contributions from several NGO's and policy-makers in partnership with academics and researchers, culminated in what became, in 2005, the *European Consensus on Development: The Contribution of Development Education and Awareness Raising*. The document was discussed by members of the Council of the European Union, representatives of the governments of the European Union Member States, the European Commission and the European Parliament, in order to "(...) outlining the challenges to be faced in eradicating poverty and in promoting sustainable development"²¹, which ended in an agreed joint statement. This document identified the common aim of all partners to enable people across Europe to access opportunities of raising awareness about global affairs and understand global development, in order to enact their rights and responsibilities as citizens, to promote a more just world, based on principles of *sustainability, interdependence and collaborative work* (Bourn, 2015: 28,29). The document also instigate the development of a framework for strategies in Development Education and in 'raising awareness' to operate at the local, regional, national and European levels. The document was also focused in promote linkages between the funder and the recipient in development education projects, and to enact ties – as one of the purposes of the agenda – between the Global North an Global South (ibid).

²⁰ *Make Poverty History Campaign* was an international campaign from 2005, promoted by several countries, including the United Kingdom, under the auspices of the *Global Call to Action Against Poverty*. The Campaign main's objective was the promotion of knowledge about global poverty to raise awareness among general public and also to achieve policy change by the government. The issues to awareness-raising depended on the countries' situation but the intent was to relat them with the MDG's.

²¹Information available in: https://ec.europa.eu/europeaid/sites/devco/files/publication-development-education-for-the-european-consensus-200806_en.pdf.

2.1.1 Connecting Schools to the ‘real’ World: Learning for Change

From earliest human history there is a desire to know more about the world and the peoples and goods that live within it, as well as our position and role in relation to the space in the world (Bonnett, 2008 *apud* Bourn 2015). With the time, this became also a need in economic and political terms. By the twentieth century, with the emergence of more democratic societies in Europe and also North America, learning about the world was seen as a substantial element in everyone’s education, particularly through Geography. This was positively correlated with the emergence of modern industrialisation and with the growth of colonial powers in Europe.

The action of aid to reach development in developing countries started to be questioned, often as a result of a personal experience, as volunteering for example (Harrison, 2008 *apud* Bourn, 2015: 15). In this sense, was born the need to explore global matters under a personal recognition of the characteristics of these countries and the way that individually each person could contribute to an effective *social transformation*. As a result, debates related to global contents started to arise, under the themes of *social justice*, *equity* and *solidarity* (Lissner, 1977 *apud* Bourn, 2015:15). A more radical political perspective about social transformation emerged, mainly through two important phenomena: (1) the colonisation processes, and (2) the emerging influence of Freire’s pedagogy in the 1970s, which advocated for the so aimed ‘transformation’ across society.

Regarding to school context, nowadays GE is part of the formal curriculum in a number of countries and concepts as *Global Citizenship*, *Sustainable Development* or *Cultural Understanding* are common in many educational settings (Bourn, 2015). In fact, in the majority of industrialised countries the main focus of DE projects has been in schools or in areas directly related to the work of schools, as teacher training and professional development of NGO practioners (Bourn, 2015: 181).

The incorporation of GE contents within formal curriculum includes a phase of ‘integration of uncritical information’, which basically means facts and contextual information and, in a second phase, the introduction of pedagogical drivers as critical thinking and self-reflection, in order to stimulate awareness about development issues.

At the European level, the ‘European Consensus on Development’ emphasises the importance to include into the mainstream schooling development themes, and that education systems should develop common agendas in this field, under linkages with areas as Human Rights, Peace, Environmental Education and Interculturalism (ibid:30).

Is absolutely essential to recognise the importance of attach the cognitive domain to this reflection. Scheunpflug and Asbrand (2006) have criticised NGO’s for their lack of commitment to create clear linkages between *knowledge*, *skills* and *competences* (through an informed action). As Rajacic et al. (2010a) pointed out, challenging global injustice and poverty is considered an ultimate goal to reach an effective change of behaviour. For that, is required questioning

misinformation and stereotypes, encouraging active participation through an effective understanding about what globalisation represents, its effects on civil society and strategies to reach a sustainable change (Bourn, 2015: 33). We believe that this challenge can be reached through Global Education.

The degree of diversity in contemporary societies is increasingly seen as unprecedented (The Network University, 2014) and it is growing. Organisations, corporations, peoples or even entire communities are becoming closer, more related, and more interdependent, as consequences of globalisation. In this sense, the need for understanding different cultures, languages, ways of thinking, communication services, ways of life and different social realities became stronger (ibid).

Celebrating difference is part of intercultural education, which main component is political. It explores individual identities and cultures, facilitates (intercultural) dialogue among people and between ‘minorities’ and ‘majorities’, it aims to eradicate all forms of discrimination under a paradigm of cultural understanding and respect that excludes any kind of ethnocentrism; it also promotes a culture of human rights and social justice. Its pedagogical dimension is embedded in recognising and addressing *individual learning needs* through collective learning with the aim to encourage common action on addressed global (common) issues, as interdependence, sustainable development, international solidarity etc, in order to guarantee peace between individuals and States (The Network University, 2014).

To better understand how the intercultural dimension of Global Education operates, the following chart gives a general framework for understanding, and also includes a citizenship dimension.

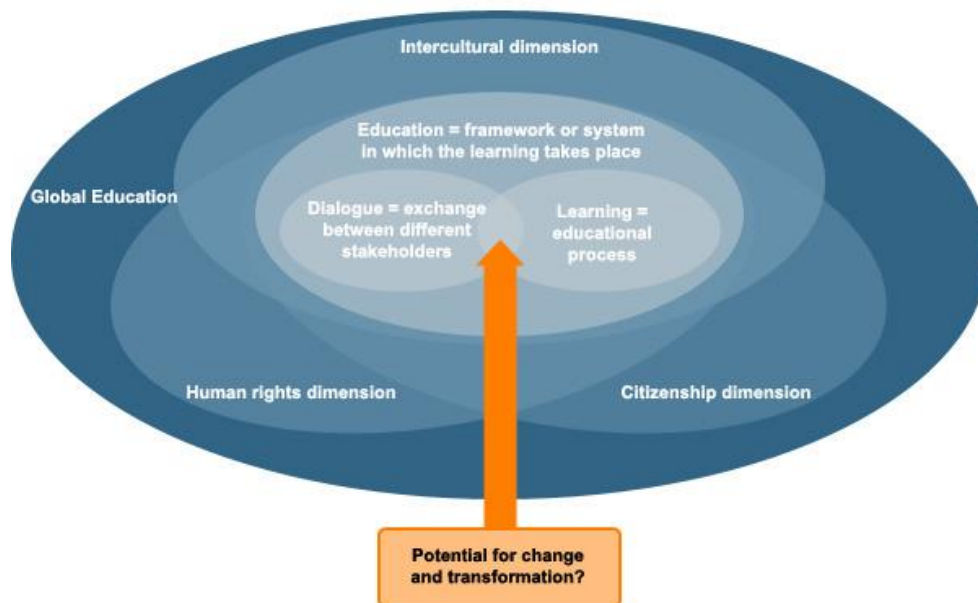


Figure 1 – The intercultural dimension of Global Education (chart from The Network University, 2014).

Global Education encompasses an intercultural dimension under a holistic connection with human rights and citizenship dimensions; together they build an *intercultural learning axis*. *Dialogue*, as the exchange process among different collective and individual identities, and *learning*, an educational process that aims to achieve social transformation, are the key-steps to achieve change through Education. A process of transformation includes, therefore, active participation in learning and engagement in mutual dialogue, which enables a common vision. It is supported by a participatory methodology of Global Education and the diversity of its dimensions, thereby repositioning inclusion, dialogue, partnership and human dignity as the values of a transformative learning process (ibid).

In this sense, *Learning for Change* – one of the most important key-elements to an effective Global Education process – is a result of a range of possibilities of interception caused by the relationship between Education and Social Change. The major goal of ‘learning for change’ is to provide space for the learner to critically develop its own role in society. That’s why we can extend the discussion by thinking in this process as education for personal development (O’Loughlin, 2008: 34).

Rajacic et al, (2010a) make reference to the importance of good practices in DE through the stimulation of participatory learning methodologies to foster *critical thinking*. Learners should take responsibility for learning, in order to enable autonomous choices and support confidence building (Bourn, 2015: 29)

Global Focus, a major NGO in New Zealand on Global Education topic, advocates for an approach that includes the mentioned ‘critical thinking’ as a nuclear element in the education process of learning about global issues. The referred process includes *communication competences* (the ability to listen, to describe or even explain other’s ideas), *decision making and problem solving* (evaluation of relevance, validity and the creation of alternative solutions) and *social skills* (listening and considering others’ views, opinions and feelings, as well as our own perspective) (Bourn, 2015: 38). However, according to Andreotti, analysing a global issue is a complex process, mainly because is very difficult, in some cases, judging what is ‘right’ and what is ‘wrong’.

We believe that this can be made eventually through Citizenship Education, but instead of a very national base approach, it should rather be under a global focus. According to a study developed by Ribeiro, Rodrigues, Caetano, Pais & Menezes (2012), Citizenship Education provided in schools is too focused on formal democracy and overemphasise respect for rules, values and responsibilities, rather than promoting critical thinking, in order to instigate students to be informed and active citizens (32).

Youth civic participation is highly important (and is considered by some authors as an accurate social predictor to further engagement in adulthood) because it instigates an effective practice of

Democracy, contributing to one of the main Global Citizenship characteristics: a fairer and equitable world.

There are several democratic traditions and historical and sociological frameworks that put Citizenship Education, under very different names, in the track of several countries, either passing through a national reconfiguration or even the ranging from passive (existence) to active (participation) rights (Ribeiro, Rodrigues, Caetano, Pais & Menezes, 2012).

The current crisis of participation is, simultaneously, collapsing and expanding (Menezes, 2011). From literature we can recognise some anti-political discourse regarding to traditional ways of participation for example, but at the same time we also find new movements arising from contemporary challenges that peoples decided that they must face collectively, somehow in a relatively distance from the governments, due the increasing distrust in politicians capacity and will to fight for public social matters.

In this sense, we believe that schools – even in partnership with external organisations, might find in Citizenship Education a way to prepare young people to deal with the global challenges of the 21st century. However, we recognise that “(...) schools have important limitations as contexts for CE and —citizenship and democratic learning may require more practice outside school than any other subject (...) being more a way of life, and being a step into participation in real life and experience” (Park, 2007: 3 *apud* Ribeiro, Rodrigues, Caetano, Pais & Menezes, 2012:34). In this sense, a networking sort of work with external organisations as NGO’s might be fruitful in the future. Notwithstanding, we believe that the effective strategy should be based on in reaching policy-makers to include this area in the education system. Regarding Global Citizenship that becomes even more important because a strong theoretical discourse about global issues is positive to inform, but is not enough to reach an empathic feeling with the cause and a truly awareness about it.

In a study conducted by Ribeiro, Rodrigues, Caetano, Pais & Menezes (2012), in terms of the operation that Citizenship Education would have, through a survey applied to key NGO’s, was found that Portugal, for example, attributes one hour needed per week, dedicate to Citizenship Education, while England, that also interests for this study, mentioned that under its decentralisation and autonomy policies, schools should decide how many time Citizenship Education should have.

Conventional actions as voting and a knowledge on traditional structures and frameworks for public policy at the national level are important, but we believe that Global Citizenship Education should be focused on a broader understanding about international processes and dynamics that certainly will influence those national specificities.

2.1.2 Assessment in Global Education

“As long as there have been efforts to educate people about justice issues, and to relate peoples particular concerns to more universal and global concerns involving humanity as a whole, there also have been concerns about doing it better, about reaching more people, about quality, about improvement, about, in other words, evaluation” (O’Loughlin & Wegimont, 2008:11). According to Helmuth Hartmeyer and Petra Löber (2008), from a couple of studies promoted across several countries in Europe, was concluded that (1) evaluation in DE/GE is very ‘young’ but looks potentially fruitful and (2) there is a broad variety of concepts and results among organisations, part due contextual (historical, political, sociological) reasons that should be considered (19).

According to a report called ‘Measuring Effectiveness Project’²² (McCollum & Bourn, 2001), promoted by an initiative led by the former DEA in the UK, when developing projects about Global Education, is important to define three broad questions: ‘*Why*’, ‘*What*’ and ‘*How*’. The ‘*why*’ is an incentive to, every time a project is outlined, the team must ask itself if the aim, the object, the goals and the target-groups are precisely the ones they want to reach, and try to understand the reasons for that. For other words, “asking “why?” encourages thinking regarding to the rationale for the initiative, its desired impact, the values, attitudes and actions it wishes to be seen” (Hartmeyer & Löber, 2008: 22). The ‘*what*’ helps the actors involved to decide the targets of the initiative in terms of *knowledge, skills, the learning process* and the *agenda’s structure* attached to the project. Finally, the ‘*how*’ helps to prepare and implement the initiative. All these three dimensions should be connected and the ‘why’ highly well-justified. “Practitioners should recognise that evaluation is by its very nature a political process” (ibid). According to the DEA, measuring effectively the work on DE requires a previous process of DE implementation with the duration of between five to ten years.

Evaluation on DE/GE should include a clear differentiation between the aims of the evaluation and the process that is being evaluated. Criteria and indicators of evaluation must depend on the subject, the contexts and the possibilities of evaluation, as well as what is feasible. The methods of evaluation are dependent of the aims of the project. In order to undertake a progressive evaluation process, is important to come back to past evaluations to achieve emancipatory transformations (ibid: 29). Is also crucial that all people involved in a project act as ‘critical friends’, cooperating inside the team and with external actors. Resources and funding are also absolutely essential to make evaluation a process of learning, as well as to promote training alongside with the actions of the project (ibid: 30).

The importance of have a well-structured evaluation plan, which is also connected with the phase of planning and implementation, has to do with the need to reach legitimacy in this area,

²²Information available at: http://www.dochas.ie/Shared/Files/4/measuring_effectiveness_of_development_education.pdf.

through its institutionalisation. This only would be possible if all projects follow a very clear and holistic model regarding to the development of Global Education projects.

3. International policy influences on Global Education

“The consolidation of Globalisation from the mid-80, came require the development of structures of multicentre governance that could find solutions to the international systemic problems”²³ (Pinto, 2014: 13), as International Intergovernmental Organisations.

International Intergovernmental Organisations (IIOs) are forums of discussion to achieve cooperation and common action due agreed major purposes among nations. The creation of several international organisations in the field of Education, Aid to Development and in Economic Cooperation have been presenting to the international arena concerns, policies and practices related with Education (Teodoro, 2003: 31). In this sense, the agreed common action is more than the extension of the domestic interests of the nation-states, leading to the idea of the creation of a structure of a ‘global governance’. “The idea of global governance is an attempt to establish a new agenda to the World’s Policy”²⁴ (Pinto, 2014: 14), grounded on common objectives that can or cannot be formally defined, with legal responsibility and that do not necessarily depend on political power to apply its goals (own translation *ibid*: 14; 15).

Its big challenge is to converge a plurality of agents and actions to the same purposes. “Because of that, is necessary the development of strategies that ally all States, International Organisations and the different sectors of society in the most variety of levels, in order to obtain the complementarity of forces and synergies needed (to try) to heal the distortions and inequalities created by globalisation”²⁵ (*ibid*).

Due the Aid to Development in peripheral and semi-peripheral zones, was allowed the diffusion of the *theories of Human Capital and Educational Planning*, hard core of the *theories of modernisation* in the 1960s. By that time Education become a tool of self-fulfillment, social progress and economic prosperity (Husen, 1979 *apud* Teodoro, 2003: 31). Education (particularly related with the formal education system) was seen as the best way to achieve development, under an ideology of progress (Nóvoa, 1995 *apud* Teodoro, 2003: 31,32).

The main sources of power of IOs are the legitimacy of the rational-legal authority and the control over information and technical expertise (Finnemore, 1996 *apud* Verger, Altinyelken & Novelli, 2012: 16).

²³ From the original (in Portuguese): “O adensamento da globalização a partir de meados da década de 80, veio exigir o desenvolvimento de estruturas de governação multicêntrica global que possam encontrar soluções para os problemas sistêmicos internacionais”.

²⁴ From the original (in Portuguese): “A ideia de governança global é uma tentativa de se estabelecer uma nova agenda para a política mundial”.

²⁵ From the original (in Portuguese): “É, por isso, necessário o desenvolvimento de estratégias que aliem Estados, organizações internacionais e os diferentes sectores da sociedade nos seus mais variados níveis, para obter a complementaridade das forças e as sinergias necessárias para (tentar) sanar as distorções e desigualdades geradas pela globalização”.

3.1 International Influences on Global Education

Development Education legitimacy started to arise with the end of the Second World War and the emergence of several international institutions in industrialised countries, including the United Nations (UN) and later the UNESCO. This came from the need to generate intercultural knowledge and communication at the international level, linking communities under a critical and reflective mutual understanding.

“(…) Monumental changes in geopolitical and economic systems, inevitably, have influenced educational thinking” (Pike, 2015: 11), which generated the international circulation of policies. The importance of contribute to the development of adaptable and critical skills and competences lies in the need to prepare young people to the challenges of the future, something that we advocate that can be achieved through Global Learning.

IIO’s work in the front line of policy recommendations and guidelines to, somehow, direct National Government’s action. Their influence is supported by scientific research, sometimes through delivering funding opportunities and participating in multi-country level projects. Their action highly depends on their relationship with countries and other national bodies (such civic society organisations, NGO’s, social enterprises).

International trends respecting to Development Education can have two very different faces. One of them can state that transnational agendas shape the work at country-level, which can be pernicious to domestic needs identification. However, it can also supports international understanding on common targets and generate an agreed international sense of what should be promoted and taught in schools to educate better citizens and professionals; it also can produce a wider dissemination of information and knowledge about development themes which, consequently, will arise awareness about those issues. A very good example is the initiative *United Nations Millennium Development Goals*, a very important driver to teach about poverty and (under)development in schools.

The international recommendations on Development Education with an international focus started to arise in 1974 from UNESCO’ hands, and pointed out the importance of international understanding, cooperation, peace and education relating to Human Rights and fundamental freedoms. “The role of education is emphasised as an instrument to fight discrimination, exclusion and neo-colonialism, guided by the principle of international solidarity” (ENED: 8).

In the international scene, Development Education has been improving as common target the ‘Millennium Development Goals’. In 2002, the General Assembly of the United Nations established a ‘UN Decade of Education for Sustainable Development’ (2005-2014), appointing UNESCO as the lead institution responsible for disseminate the ‘project’ and inviting national governments to take part in this initiative.

Since the 1990s were promoted a couple of initiatives that increased in the western society, the ideology and philosophies of Development Education and, particularly, related to Global Education themes (within and outside Europe).

i) The United Nations

The United Nations (UN) represents a global institution of governance, acting as a centre of convergence in relation to its country-members, in order to “(...) facilitate the reunion between balances among the particular interests and global problems (...)”²⁶ (Pinto, 2014: 13). This is important because this postmodern world has been requiring a great organisation at the macro level, due the increasing interdependence between Nations and the global issues that show up from both States’ individual problems and hypothetical political discomforts that might arise between at least two Nations.

From the UN there are a couple of initiatives that have been trying to reach the Millennium – now Sustainable – Development Goals. The majority of initiatives (in the Education area) have to do with provide basic education to all children and young people in the world, which includes primary and more recently secondary programmes, and provide quality of learning in all education environments around the world. Also, the UN Decade on Education for Sustainable Development has become one of the principal drivers for learning about global and development issues (Norcliffe & Bennell, 2011 *apud* Bourn, 2015: 41). The mentioned initiative aims to provide deep information about sustainable development (what it is) though *fostering peace, fighting against global warming, fighting against poverty, fighting against the marginalisation of women and girls* and by *reducing North/South inequalities* (UN Decade of Education for Sustainable Development²⁷).

The Office of the UN Special Envoy for Global Education also has a range of activities related to GE practice. The major issues that have been tackled are related to education in emergency areas (such Syria), empowerment of women/gender education issues, and business engagement of international development and aid to developing countries.

One of the most recent initiatives that is trying to foster Global Citizenship (GC) is the United Nations ‘Global Education First Initiative’ (launched by the General Assembly in 2012), as one of its major targets. It provides an excellent opportunity to engage learners in global issues, through a transformative approach that emphasises critical thinking, a key-element in the process of being a global citizen according to Bourn (2015). The initiative is quite recent and started with the identification of some barriers regarding GC, in order to include this theme within the further

²⁶ From the original (in Portuguese): “(...) para facilitar o encontro de equilíbrios entre os interesses particulares e os problemas globais (...)”.

²⁷ Document available at: <http://unesdoc.unesco.org/images/0014/001416/141629e.pdf>.

agenda for development beyond 2015. The barriers are the following ones (according to the Global Education First Initiative official website²⁸):

(a) *The legacy of the current education systems*: “Schools have traditionally prepared people to pass exams, proceed to the next level and graduate into the workplace”;

(b) *The outmoded curricula and learning materials*: “(...) today’s curricula and textbooks often reinforce stereotypes, exacerbate social divisions, and foster fear and resentment of other groups or nationalities”;

(c) *Lack of teacher capacity*: UN identified the generalised lack of confidence from teachers to provide learning on citizenship. This incapacity comes from the fact that this is not a traditional discipline (or even a subject, as a whole) and because they normally do not have a textbook to guide them through specific contents and models of teaching and learning. UN, with this initiative, wants to explore the ways by which they can help teachers improve these skills;

(d) *Inadequate focus on values*: Schools across the world promote as their values-base respect, tolerance, human rights, peace, cultural diversity (etc), but sometimes they do not explicitly apply them into their daily practices;

(e) *Lack of Leadership on Global Citizenship*: According to the UN, is very important foster global citizenship through learning about global issues. For that, a range of stakeholders should be invited to take part, including the highest level of governments.

ii) The UNESCO

The United Nations Educational, Scientific and Cultural Organization (UNESCO), considered the ‘intellectual agency’ of the UN, has been producing a couple of general recommendations to promote learning assessment about global issues, as part of the process of legitimation and fixation of this type of information within education systems. We select and adapt the ones that explicit very clearly the *Global Education Dimension*. They are:

1. Establish a *Global Paradigm Shift* of learning, assessment and measurement through seeking better data on learning about global issues, in order to provide scientific and wider information;

2. Identify master competencies and prioritise, particularly according to national and international settings and agreements. Should be also considered the level of development (growth stage) of the children/young person and the appropriated learning skills and competences under specific domains²⁹;

In the following table we present the domains that we believe that represent the competences that are most appropriated if under the educational inputs of Global Learning.

²⁸ Website address: <http://www.globaleducationfirst.org/220.htm>.

²⁹ We select the dimensions most developed when global issues are taught and learned. See the Global Framework of Learning Domains (UNESCO).

Table 2: Domains of Learning promoted in Global Education

Domain	Description	Subdomain elements
Social and Emotional	How children and young people maintain relationships with others, peers or not. Also, how they perceive themselves in relation to others and themselves.	<ul style="list-style-type: none"> • Social and community values; • Civic values; • Well-being.
Culture and the Arts	Creative expression and cultural experiences in school, in different communities or even in the family/friends context.	<ul style="list-style-type: none"> • Cultural knowledge; • Self and community identity; • Awareness and respect for diversity.
Learning approaches and cognition	Learning approaches describe a learner's engagement, motivation and participation in learning. Cognition is the mental process of acquiring learning through these various approaches.	<ul style="list-style-type: none"> • Cooperation; • Problem solving; • Self-direction; • Critical Thinking.

Table 2 – Global Framework of Learning Domains (Towards Universal Learning: Recommendations from the Learning Metrics Task Force, UNESCO, 2013: 21).

The table represents the three main dimensions of development that are associated to the leaning of global issues to achieve Global Citizenship. The social and emotional dimension is highly important, particularly because instigates the creation of the ‘empathy to the cause’. Children and young people involved in this kind of initiatives should develop awareness of themselves in relation to the space and to others, as well as understand the importance of others as human beings and their right to make their own choices. The Arts are always important because instigate creativity, which can be also potentiated by a wider intercultural understanding about the world and the different peoples living inside of it; we advocate that diversity should be embraced. Cognition is, we believe, the ‘base’ to all of this, because it can potentiate problem-solving and critical thinking, fundamental capacities to be able to discuss and act about global matters. These competences should function as cognitive mediators to reach balance in young people perspectives and choices, feelings and self-position(s) in relation to themselves and to others.

3. (recommendation) Learning indicators with global scope and extension should be prioritise. In this sense would be important to access countries’ databases, the prioritisation and measurement of specific goals, under an international framework that has in consideration the post-2015 development agenda (in this case, concerning to be a ‘citizen of the world’). This could be done through a quantitative and qualitative consultation of youth engagement and

participation, particularly at the international level. The methodologies should consider self-diagnostic toolkits, particularly at countries level, and standard forms of assessment (multiple and contextualised) to legitimation;

4. Countries should be supported by a fortification in the assessment of their systems and, by that, improving learning levels. Actors from macro to micro levels play an important role in moving forward and to drive change at the country level. Also, new forms of partnership are needed to collaboration and also technical, institutional and political support to translate task force recommendations into action;

In this sense, we are reproducing a scheme created by UNESCO that defines the type of partnerships, and involved stakeholders, that must take part in the learning process of global education, in order to foster education emancipation at the citizenship level.

Table 3: Stakeholders support to Emancipatory Education

Stakeholders support and networking		
<u>Technical</u>	<u>Institutional</u>	<u>Political</u>
<ul style="list-style-type: none"> - Technical support across countries to implement learning assessments, since design to administration and data analysis; - Coordination of task force members and partners in the position to coordinate actors accountable in the areas they have agreed to lead; - The measures and data collection procedures used by counties must meet agreed-upon standards for reliability and validity. 	<ul style="list-style-type: none"> - Is at country level that should be included a range of options of support from the previous adaptive planning; - Implementation should be carry out by regional/national and international level; - Share discussions and conclusions among different partners, even the most 'local' and 'decentralized' ones is very important for educational quality prospects. 	<ul style="list-style-type: none"> - Assessment data can have a significant political influence within countries and beyond. So, transparency and reporting results are important; - Improve learning on global issues and monitor outcomes by measurement; - Engage civil society and measure data collection and results, in order to provide quality education; - Advocating for sustained funding and strengthening linkages between IOs, governments and by them with donors and implementing partners.
Summary: for advance measurement agenda, all partners/stakeholders should work together in the methodological development and in the implementation. Regional/national partners are responsible to adapt and (re)create.	Summary: Countries should show commitment and also demonstrate cost-sharing and political support. Strong institutional capacity is very important to implement task force recommendations.	Summary: There must be political will to invest in learning measurement and translate the data into action.

Table 3 – Stakeholders support and networking (Adapted from ‘Towards Universal Learning: Recommendations from the Learning Metrics Task Force’, UNESCO, 2013).

According to UNESCO there are three main stakeholders type that should integrate, in this case, the development of Global Education initiatives. According to the table 3 we have the ‘technical stakeholders’, the type of partner that is responsible for coordinate technical approaches/methods, processes and actors to facilitate learning. Are also the ones that work with data at the national level and also under international standards. Its importance lies in the need to address technical expertise to the process. We also have the ‘institutional stakeholders’, which main responsibility is at county level. They must assure the implementation of the design and planning phases, previously promoted by other partners. This kind of partners is also responsible for lead and share discussions and conclusions about actions and processes (in this case, related with Global Education). The last type of stakeholders, but also extremely important, are the ‘political stakeholders’. They are responsible for generate a wider network between all partners (inclusively the ones from the other types), to guarantee data for measurement and, consequently, for transparency purposes as well.

5. (recommendation) Measurement and learning must include a clear focus on equity in order to decrease inequalities within countries. The strategies goes through a clear prioritising of groups. Is also crucial identify the relevant dimensions in each country, in order to select the variables to measure the different outcomes according to countries’ specificities;

6. Assessment institutions must guarantee the availability and freedom of consultation of all tools, documentation and data to inform the public;

7. The right of learning is common to all children and youth, so it is a goal that should be prioritized.

According to what we have mentioned, we believe that Global Education in order to promote Global Citizenship is becoming more prominent in Unesco’s context, particularly regarding to its implementation and further assessment. The focus on assessment is justified by the need to develop a learning process that incorporates an effective understanding of which skills pupils (must) gain when learning about global matters.

However, according to Bourn (2015) Global Education is now referred in UNESCO documents, although appears to be more related with equipping learners to have skills to engage in the global economy rather than the work that is developed by NGOs or even *Freirean* traditions (Bourn, 2015: 43). Pasha (2014) goes further and despite the increasing use of concepts related to global education, there is no evidence that shows that they have been recognised or incorporated. (*apud* Bourn, 2015: 43).

iii) The OECD

The Organisation for Economic and Co-operation for Development (OECD) has been making a huge work in the education field, but does not have explored very deeply yet the Global Education dimension or even Global Citizenship. However, as an organisation that provides intellectual consultation and produce recommendations at the macro policy level, we found a few suggestions related to the UN Decade for Sustainable Development that might be interesting to explore in terms of learning about development themes. Moreover, Development Education is seen by the OECD as a way to open people's minds in relation to the issues of the world, under a focus on justice, equity and human rights (OECD Development Centre, 2009).

The OCDE focused its work in developing the competences that children/young people or even adults should acquire depending of their learning level. As background to PISA, the OECD initiated the project on the Definition and Selection of Key Competences (DeSeCo), in order to provide a conceptual framework for the identification of key transversal competences across learning in all education systems. Were defined 3 major dimensions: (1) using tools interactively; (2) interacting in heterogeneous groups; (3) acting autonomously.

The following proposed learning approach, based on a document produced by *Candice Stevens*, (OECD Sustainable Development Advisor³⁰), is divided into primary education, secondary education and tertiary education. The approach should be adapted according to countries' specificities and must include the following elements:

(a) **Courses:** Sustainable Development contents should be integrated in all core curricula, only differing its degrees of integration. At primary level, 2 first pillars of learning should be taught in existing lessons/courses; at the secondary level the learning process should be focused in the correlation of at least two pillars or even the three; and at the tertiary level, the three pillars of sustainable development should be presented in a "(...) more overarching way through stand-alone sustainable development units or courses".

(b) **Concepts:** Curricula contents on sustainable development should be integrated by their complexity level. The pillars of sustainable development in primary education should be enhanced by the study and learning of the economic, environmental and social basic concepts. At the secondary level students must correlate the taught concepts and create intellectual synergies among them (concepts and methods). At the tertiary level, should be stressed: 1) *the integrated assessment of the economic, environmental and social aspects of issues*; 2) *the longer-term intergenerational and future dimensions*; and 3) *the need for open and transparent governance processes to involve stakeholders* (ibid).

³⁰ Information available on: <http://www.unece.org/fileadmin/DAM/env/esd/inf.meeting.docs/EGonInd/8mtg/ESDCompetenciesOEC D.pdf>.

(c) **Systems:** Sustainable Development concepts could be illustrated by placing them in the context or relevant systems. At the primary level economic markets, ecosystems and social systems should be explained, using a few simple examples. At secondary level should be explored more specific examples and created relations among them (the causes-consequences effects for example). At tertiary level the complexity increases for the *full integration of the three pillars* and *include strategies for national sustainable development (NSDS), consumption and production (SCP), and sectors such as education (ESD)*.

(d) **Measurement:** Quantitative and Qualitative approaches should be taught at the same time as concepts. At the primary level should be incorporated elementary references to indicators to understand basic phenomena; at secondary level people should be able to calculate costs for example and measure interactions (working with different variables). At the tertiary level should be taught comprehensive approaches for measuring sets of indicators under the referred sustainable development pillars.

(e) **Practices:** To develop social and personal competencies, the learning of concepts and methodologies and the access to real case-studies should be accompanied of practical experiences. Starting from the early years (pre-primary), students should be contacted initially with the values-base of sustainable development as tolerance or respect for diversity with very simple activities and personal development as a whole. In primary education, get involved in activities that explore sustainable development contents under the referred three pillars. At the secondary level students could start to get involved in entrepreneurial activities and campaigning or advocating initiatives. At the university they could continue this formation with further involvement in social, environmental and economic issues.

In order to systematise the mentioned information, we present the following table:

Table 4: Learning levels scheme regarding Sustainable Development

Elements	Description	Edu. levels	Learning process
<i>Courses</i>	Development contents should be integrated in all curricula.	<i>Primary</i>	Teach the two basic pillars.
		<i>Secondary</i>	Correlate the two pillars.
		<i>Tertiary</i>	Three pillars should be presented as a whole.
<i>Concepts</i>	Concepts should be integrated according to different levels of complexity.	<i>Primary</i>	Studying and learning of the economic, environmental and social concepts.
		<i>Secondary</i>	Correlation between the concepts.
		<i>Tertiary</i>	The integrated assessment of the economic, environmental and social aspects to transparent governance.
<i>Systems</i>	Sustainable development concepts could be illustrating by placing them in the context of relevant systems.	<i>Primary</i>	Economic markets, ecosystems and social systems should be explained.
		<i>Secondary</i>	Explore examples and create relations.
		<i>Tertiary</i>	Integration of the three pillars should include NSDS, SCP and sectors such Education (ESD).
<i>Measurement</i>	Quantitative and qualitative approaches	<i>Primary</i>	Incorporation of basic variables to explain phenomena.
		<i>Secondary</i>	Ability to calculate costs and measure interactions.
		<i>Tertiary</i>	Approaches for measuring variables under the 3 pillars.
<i>Practices</i>	Development of social and personal competences, under learning of practical examples (related to the concepts).	<i>Primary</i>	Pre-primary: values base of sustainable development; Primary: get involved in activities that promote SD achievements.
		<i>Secondary</i>	Entrepreneurial activities and campaigning/advocating initiatives.
		<i>Tertiary</i>	Further involvement in social, economic and political issues.

Table 4 - The Definition and Selection of Key Competences regarding Sustainable Development, presented by Candice Stevens, OECD advisor.

Through the Development Co-operation Directorate (DCD-DAC) the OECD has been developing a wider support to development issues, mainly to the Sustainable Development Goals. As is stated in the official website of the DCD-DAC, the OECD is helping the UN to achieve the goals proposed for the post-2015 agenda. As is stated:

“Implementing the agenda will require **bold and transformative steps** to shift the world onto a sustainable and resilient path. Not only will our **collective journey require new tools**, new **data**, new **ways of working** and new **resources** on an unprecedented scale – it will demand **new ways of thinking about development** and **what it means for all nations and peoples**”³¹.

The directorate had established several channels to contribute to the development agenda; in all of them Global Learning in schools is not explicit. However, working with countries to build policies in the area of Global Development is included, so might have repercussions in Education at the countries' level.

The following table is reproduced from the document *the Definition and Selection of Key Competences regarding Sustainable Development*, and includes the following suggestion to Sustainable Development contents inclusion within and across curricula:

Table 5: Sustainable Development contents to include in the curriculum

	Courses	Concepts	Systems	Measurement	Practices
Primary School	Single pillars taught broadly in general lessons	a) economic b) environment c) social	a) markets b) ecosystems c) society	a) wealth b) eco-footprints c) voters	a) fundraising b) eco-schools c) citizenship
Secondary School	Integration of two (or more) pillars taught in existing courses (e.g. social studies)	a) economic/ environment b) economic/ social c) social/ environment	a) carbon trading b) human capital c) transport	a) costs of climate inaction b) income distribution c) measures of well-being	a) green entrepreneurs b) poverty reduction c) <i>Fairtrade</i>
Tertiary Level	Integration of three pillars taught in stand-alone units (sustainable development studies)	a) economic/ environment and social b) inter-generational concerns c) participatory processes	a) sustainable development strategies (NSDS) b) sustainable consumption and production strategies (SCP) c) education for sustainable development strategies (ESD)	a) capital-based indicators b) sustainability indices c) sustainability impact assessments	a) sustainable production b) sustainable consumption c) corporate responsibility

Table 5 - Sustainable Development contents to include in the curriculum (OECD, 2008).

³¹ Information from: <http://www.oecd.org/dac/sustainable-development-goals.htm>.

As we can see, the contents are specified according to individuals' level of development, are vary and include a diversity of themes that students should be aware, not only to be better citizens, but also to face the challenges of the global market where global issues also have an influence.

The OECD work in the area of developing methodologies and structures to Global Education is still quite small. There are other initiatives within OECD regarding 'basic skills' but the Global Dimension still is encapsulated within the preparation of youth for the entrance in the jobs market.

iv) **The European Union (the European Commission and the Council of Europe)**

The European Commission is an independent institution that represents all the interests of the EU, proposes legislation, policies and programmes across different areas of interest in the EU and is responsible to put in practice legislation approved by the European Parliament (EP) and from the Council of the European Union.

Due the broader scope of action of the EU, we will point out some examples of achievements in relation to the international and European action on Education (Jääskeläinen, Kaivola, O'Loughlin, & Wegimont, 2011: 78):

- Strengthened European Policy Framework;
- Growing cooperation and Coordination at European and International level;
- Growth in Quality National Strategies;
- Greater Conceptual Clarity (more hard to measure);
- Funding levels (increased during a couple of years and now, due the international economic crisis, was reduced in several countries);
- Greater emphasis on Evaluation;
- Greater Understanding of the need for Sustainability and Global Citizenship;
- GE strengthening in National Curricula and Teacher Training;
- Growing movement of GE from being an add-on, to being at the centre.

Over the time both UE and the Council of Europe have gradually build a place in the Education policy-making arena. There are now a range of instruments and methodologies to persuade nation states to integrate new policies in the education sector, from the European command. However these policy recommendations and actions tend to be more focused on the processes rather than its contents.

From the institutionalisation of the Economic European Community (EEC) in 1957 with *the Treaty of Rome*, emerged several departments and services, (European) platforms (as CONCORD for example) looking for issues of development and supporting through international aid,

developing nations. The EC has been leading initiatives of Global Education and, subsequently, supporting programmes/activities on GE for all around Europe

However, as will be more clear when discussing the policy framework of GE nationally and internationally, political support is still in conquest. Recent years have showed some political will with the *Millennium Development Goals*, which added political impetus to the fact that raising-awareness of the public only can be achieved with an informed and critical population. “This has led to a strengthened policy climate, at both national and international level” (ibid) and has been generating more quality, more improvements and a better evaluation.

The Maastricht Congress on Global Education was convey in 2002 and it drew on the political support required for the MDG’s, some possibilities related with the *World Summit on Sustainable Development* and its subsequent *Decade of Education for Sustainable Development*. The congress resulted in the *Declaration of Maastricht* and (i) draw the attention to the political necessity of raise awareness of the public to development and sustainable issues; (ii) focused commitment of the European Union and national governments to providing space for national actors begin the process of development of national strategies (that should include the dimensions of improvement, quality and evaluation) and (iii) the establishment of an European Peer Review for Global Education and a target percentage of national Overseas Development Aid commitments, devoted to Global Education (O’Loughlin & Wegimont, 2008: 13).

Later in 2005 took place the Brussels Conference, the *European Conference on Awareness-Raising and Development Education for North-South Solidarity* and brought together several national and international organisations, under the goal of promoting an effective Development Education and awareness raising to reach the defined targets as the MDG’s and the ODA objectives (ibid: 14). The agreed recommendations followed some ambitions from the past: more political support and resources to implement national strategies. The conference has concluded that should be encouraged best practices, as well as efficiency and quality, national and internationally. In this sense, monitoring and evaluation activities, as well as coordination will be essential.

The major identified challenges had to do with a larger variety of initiatives per country and the need for some coordination, particularly from government to support policies in this field, the consciousness that the local and the global are tied and the local is becoming more representative of the global dimension due the current increasing interdependence

In the following year occurred the Helsinki Conference on European Development Education in 2006. Again, a growing political commitment and an increasing of policy initiatives on DE were mentioned, as well as the importance of raising awareness at the European and national levels, particularly through the Development Education Resolution of the EU Council of Development Ministers (2001), the Maastricht Declaration (2002), the Palermo Process (2003), the Brussels Conference (2005) and the European Consensus on Development (2005). The

Consensus Document (2007) referred, among other things, *the need to evaluate and to assess impact and quality on the DE field, which can be achieved through greater collaboration and shared learning between European, State and Civil organisations, to increase the scope and impact of the work done* (O'Loughlin & Wegimont, 2008: 15).

In the European Consensus of Development was recognised the linkages between globalisation and development through the idea that people's lives and needs are connected and that global matters are also included in local situations (Bourn, 2015: 29). According to 'The European Consensus on Development: The contribution of Development Education and Raising Awareness' document, published in 2007, showed up in a time of – as the document says – *in an interdependent, globalised and changing world*, with the major purposes of (i) fight against world's poverty and social exclusion, and combating inequalities; (ii) world's transformation under a paradigm of sustainable development, which can be achieved through "(...) enabling local relationships with global economies that are based on principles of justice, fairness and inclusion" (2007: 3), development of cultural relations, human rights effective application and a clear response to migration. Developing relations with Nature, addressing climate changes issues to debates, as well as political relations in order to instigate participation (inclusively in decision-making) and developing a sense of individual and collective belonging and identity "(...) based on global citizenship" (ibid) are the other main objectives.

The mentioned document states very clearly that development education and raising awareness should be included in formal education systems. The document is highly recommended for organisations, institutions that work on the area, as well as groups of people that have the power and capacity to decide at the policy level. Its main principles are: explicit values and long-term goals, work in partnership under a range of different viewpoints with several contexts, existing systems and processes, learning from research, learning from/with others and creating an empathic connection between our local territory and other's territory (ibid: 6)

After several of the mentioned initiatives, this area of engagement generated the European *Multi-Stakeholder Steering Group on Development Education*³². The group was established to create a DE common strategy framework towards more coordination and coherent policies and practices among several partners in the DE field.

A range of resolutions and political measures were agreed within Europe in the first decade of the 21st century regarding DE; the commitment from national ministries and agencies responsibility is increasing (Krause, 2010), particularly due the establishment of GENE. There is a particular measure that came in 2005 from the Committee of Development Ministers, which

³² "This process has materialised for example in the European Conferences on Global/ Development Education which took place in Maastricht (2002), Brussels (2005), Helsinki (2006) and Ljubljana (2008). It has led to the establishment of a European Multi-stakeholder Steering Group on Development Education (MSH SG) in 2006 which facilitated the elaboration of the European Development Education Consensus" (Krause, 2010: 4).

stated that the Union will give particular attention to development, increasing the funding across all member-states to support inclusively stakeholder engagement. The Council of Europe consolidated in the 2002 Maastricht Congress on Global Education the call for all stakeholders and lobby educational bodies to promote learning of global issues (Osler and Vicent, 2002 *apud* Bourn, 2015: 18). However, the European Commission in its funding just give around 10% of their NGO funding for development-related projects, to spend in DE initiatives, despite the fact that the budget to the area is increasing.

The European Commission puts its focus in *raising awareness* of European inhabitants, in order to changing attitudes to anchor development policy within the Union. This can be materialised, as Rajacic et al. pointed out, under two alternative visions related to the investment from European bodies in long-term educational programmes on development: (1) the responsibility of inform the public about what happens overseas and the role of European bodies and the EU member-states in generate aid worldwide, ‘increasing public support for official policies’; and (2) develop critical engagement of European citizens, enabling them to create linkages between the local and the global (Bourn, 2015: 35).

The Council of Europe (CoE) main work regards to *Human Rights, Democracy and the Rule of Law*. It has been promoting Education for Democratic Citizenship for all member states’ since around 2002. *The European Centre for Global Interdependence and Solidarity*, more known as the North-South Centre, integrates the CoE and was established in 1990 with the purpose to promote dialogue between the Global North and the Global South, in order to foster co-operation and solidarity. In these sense, it also contributes to the GE cause with funding for courses, programmes and activities around Europe.

Some of the initiatives that have been leading by the North-South Centre have to with the promotion of online courses on the Global Education topic (and related themes), the realization of key-documents to disseminate recommendations regarding Global Education, several initiatives on GE themes, as well as pedagogical materials and the sharing of ‘good practices’ across Europe³³.

With the time, the way how DE projects are evaluated also changed, according to different patterns of evaluation. Currently is important to have 1) financial and operational capacity, which means the need to have experience in project management and technical experience; 2) relevance, regarding to the main objectives and priorities of development matters, under an European dimension; 3) coherence in methodology, the existence of clear indicators of analysis and measurement; 4) durability, due the need to have a long-term implementation and to generate a

³³ More information available at the official website: <http://nscglobaleducation.org/index.php/programme-activities>.

multiplier impact; and 5) have a purpose of cost-efficiency relation (Argibay & Celorio, 2005: 33).

Supranational policies – and particularly the European ones – are often designed to be broad and flexible, so that member states can develop their own interpretation and their own meanings of implementation. However, within national boundaries this flexibility, in complex institutional processes with multiple veto players, can slow or hinder the prospects of policy change (Radaelli, 2003; Cowles et al, 2001 *apud* Keating, 2014: 39). Inside the domestic organisation around international policies, competitive economic advantages can be an element to consider when national bodies discuss a specific transnational recommendation. The inability to afford financial sustainability to a policy can also be a reason to do not adopt a specific recommendation or, in the opposite, could be an opportunity to seek for funding initiatives in the European scene. Also, from the literature review, we could conclude that the focus has been in achieve standard results, as is instigated by some international examinations, in order to measure performances in the so called ‘structural disciplines’ such Maths, Sciences and Mother tongue.

3.2 A Policy framework of/to Global Education

Historically, as was mentioned before, *DE emerged as a result for the perceived need for public support for development and legitimacy for aid* (Bourn, 2015: 17). Its superficiality, back then, had to do to do with the agendas and priorities of governments and the leading international development agencies (ibid). The awareness of development started to show up across programmes and projects, through different political and economic stages; however, according to Bourn (2015) the funding gave to DE always depends of the wing side of the political parties in charge. Funding basically became related to the political outlook that runs, in a certain time, the destiny of nation’s policy, and agendas were transformed into tools of political influence according to specific administration’ intentions, which is positively correlated with the influence of ideology in the process of decision-making.

Development Education has been promoted by the action of Governments, particularly from the side of the ministries with responsibilities for aid and international development, in accordance to their own interpretations of what is meant by ‘development’ and the level of understanding and engagement with international development that varies from country to country (Bourn, 2015: 34). The variables of countries’ interest are (i) the historical role of the country has a donor and in promoting aid; and (ii) its historical and cultural linkages with the Global South (ibid).

Notwithstanding, with time started to arise an interest about DE issues at the national level – very NGO based – but also in international bodies such the European Commission. DE became politically important within the EU, which is justified by some authors as the extension of non-

traditional donor countries. In this sense, support and understanding of development was needed to justify expenditure in this area and to guarantee legitimacy in the political arena.

There are a number of significant arguments that put forward the centrality and relevance of Global Education, who profoundly needs policy frameworks, particularly in matters of legitimization: (1) The need to global citizens understand global issues and processes, which will lead to a wider international solidarity; (2) the existence of a democratic requirement that needs to be supported by funding; (3) to undertake development work; it is required the public involvement, inclusively from the northern public, on this 'culture' of Critical Knowledge; and (4) studies say that there is a gap between the premise that co-operation to development is something important (P1) and the effective knowledge on the issues that generate (un)development (P2).

We believe that all these arguments prove, in a certain way, that Global Education should be addressed to effective public policies, particularly the ones regarding formal education systems:

“In a globalised world, to consider oneself ‘educated’ requires that one can understand and interpret worldwide processes and realities – and that requires access to quality global education. How to include the global aspects of culture, economics, society and even politics and political systems is a challenge for contemporary educational systems” (European Congress on Global Education, 2012³⁴).

The Nation-State has been generically understood as a political organisation that keeps its sovereignty over a specific territory where it could exercise functions of regulation, coercion and social control (Afonso, 2001: 17). The *territory*, as the space to create loyalty and a national feeling, is becoming more distant, than the concept of territory as a sovereign space where State can control the civil society (Appadurai, 1997 *apud* Lima & Afonso, 2002). Through mass schooling, states have been allowed to perpetuate a culture of homogenisation by the transmission of a collective project that aimed to replace the cultural, ethnical, linguistic, religious subjectivities and identities (Afonso, 2001: 18). This type of homogeneous socialisation promoted the construction of a National Identity, one of the State's main purpose.

Education Policies are normally reflected in the historical, social and economic dynamics and relations of a country (Mendes, 2007: 108); power constellations are also recreated according with social relations, under the (re)creation of public policies (Santos, 2000 *apud* Mendes, 2007). As we already reflected, public policies, as Education policies, are highly ideological, and should

³⁴

Document

available

at:

http://www.coe.int/t/dg4/nscentre/GE/GE/2012_GE_Congress_Report_FINAL_11feb2013.pdf.

be understood in a specific political framework (Rodrigues, 2012; Rodrigues & Silva, 2012; Mendes, 2007; Lima & Afonso, 2002, Teodoro, 2001). Education policies are being influenced by several fronts, inclusively from the State... however, seems that the State is being also influenced in its own decision-making, by diverse actors and phenomena.

The main political entities involved in Global Education are Ministries of Education, which are responsible for the development of education policies and eventually for curriculum reforms, and the Ministries of Foreign Affairs, which are responsible for development cooperation policies, of which Global Education is an integral part (The Network University, 2014). Other ministries have becoming involved depending on the thematic area that they are interested in, regarding to Global Education. There are also other organisations that are becoming involved as civil society organisations, non-governmental organisations, other governmental agencies, social and trade unions, groups of teachers etc (ibid).

Domestic governance has been using Education Systems to achieve the following main goals: (1) to build a sense of national identity(ies) and (2) to train formal works and further members of the polity (process know by 'nation building'); b) generating legitimacy and redirecting social cohesion towards state action, partially due the knowledge that is transmitted and also because of its capacity to propagate ideas base-ideas as Meritocracy; and c) being a considered 'public good' it helps political parties and other associated members to reach the wider public (Robertson, 2007: 1)

A nation's priorities are typically reflected in its education system (Rotberg, 2004: xi). According to the author, reforms at the country level must balance *change* and *tradition* (ibid). Depending of the country where the reform happens, its decision on education policy level could be a reaction to the country's existing education policies, promoted to tackle specific existing issues, and not the ones that are eventually lacking. Education Systems are a proxy for a country's social structure, and generally represent the social and political priorities of the Nation, as well as its historical antecedents (ibid).

The school is standardising its students, reducing them to the same legal status, whereas their subjectivity is left to their lives outside school. Consequently, this lack of commitment for social transformation from schools' behalf, is affecting Citizenship and an effective Democracy.

In this sense, we believe that is crucial to include in every agenda in Education and across its practices, the integration of wider visions about citizenship, according to the principles that human beings are subjective and came from multiple cultural, social and political backgrounds, being highly important to adapt pedagogical practices to students' real contexts. Citizenship should represent the concretisation and expansion of social rights within the Nation-State but also

broadly, at the global level, in order to achieve a ‘democratic citizenship with a cosmopolitan base’³⁵ (Gómez, 2002 *apud* Afonso, 2002).

Education Systems across all over the world have been facing, particularly in the last few decades, several challenges due the globalisation’ effects, in especial the ones that instigate nation-states to compete among themselves, in what we can call as a ‘global economy race’.

However, Education is being reconceptualised in order to promote adequate responses to drive economic growth in one hand, and also to generate income for the private sector (Robertson, 2007: 1). With the mentioned changes National Governments are opening space to include other levels of political decision in Education, as the ‘local’, ‘regional’ and ‘global’ spaces (Jessop, 2000 *apud* Robertson, 2007).

According to the *North and South Centre from the Council of Europe*, is increasing recognition in the policy-making community that the Global Education dimension within education is highly important to teach and learn about global development, interdependence and solidarity, which can be attached to the curriculum for Citizenship Education; however the mechanisms and structures to support this area are quite small, particularly because this area seems relatively distant from the current education priorities at the international scene.

³⁵ Translation (in Portuguese): Cidadania Democrática de base Cosmopolita.

4. The internship at the IOE

4.1 The Research(er) Experience

Methodological absolutism is not considered in this essay because, as Pierre Bourdieu has said, all research act is simultaneously theoretical and empirical (Teodoro, 2003: 21). In this sense, during my internship I undertook ‘Participant Observation’ and I used ‘Observation Notes’ to describe and later organise the collected material, which was important to 1) know the context and 2) have a wider knowledge about research on the topic of Global Education.

Participant Observation, as a qualitative research method with roots on Ethnography, “(...) is in some ways both the most natural and the most challenging of qualitative data collection methods”, connecting the researcher to the most basic of human experiences – human behaviour – in a particular context (Guest, E. Namey & L. Mitchell, 2013: 75). In professional settings, the importance of undertake *participant observation* rather than ‘Direct Observation’, has to do with the importance of incorporating the routines, rules (even the unspoken), mechanisms... the daily life of a specific context, in order to be part of it; only being ‘inside’ of the reality allows the fully understanding of the context and/or the object of study.

Bernard (2006) has established five reasons to undertake participant observation; they are: (1) gathering information as a participant consequentially generates a collection of more substantial data; (2) reduces the problem of reactivity, because you’re ‘part integrant’ of the environment; (3) enable researchers to allocate new/different questions, along with all research process; (4) to understand the practical meaning of the data and (5) addresses further and extended problems that are not available in practical terms to other sort of research methods (the results came with the authenticity of the daily environment) (Guest, E. Namey & L. Mitchell, 2013: 80, 81).

As was mentioned, during my internship the participant observation was applied to the international meetings where I represented the DERC, but also in the ‘Global Learning Programme’ training events, which I attended three times. I have collected qualitative data in the format of *field notes* (can be found in attachment). During my journey, particularly at the beginning, I used participant observation in an explanatory level (ibid³⁶), which was important to understand my work environment and my role at the centre,

There are two very important things about field notes: (1) it actually works and (2) it is not the only way to undertake qualitative research under participatory approaches (Bernard, 2006: 389). The notes that I wrote were, majority of the cases, *field jottings* about the things that I was doing, something that caught my attention in a meeting or some observations that I made to myself about the projects that I was working on (based on Bernard, 2006: 389-398). I have done *descriptive notes* that came from watching and listening, some *analytical notes* where I wrote down some

³⁶ See Table 3.1. *Using Participant Observation Across Multiple Phases of Research*.

theoretical possibilities about what I heard, or connected to it. I have done a couple of *methodological notes*, due some indecision in select the best methodology to both, my internship reflections analysis and the case study.

4.1.1 Characterisation of the host institution

The University College London

UCL was founded in 1826 to open up university education in England to those who had been excluded from it; also in 1878, it became the first university in England to admit women students on equal terms with men³⁷. UCL is known in the entire UK and also internationally by having the best academic to student ratio in the UK (1:10), enabling small class sizes and more individual support; UCL is also the top-rated university in the UK for research strength and in recent years has been considered as one of the best universities of the world, rated joint-fifth in the *QS World University Rankings*³⁸.

Regarding to *Global Citizenship*, the UCL strives for excellence but still committed to make a difference in the world; its aim is to deliver a high quality level of education under an environment that reflects students' multicultural personalities. UCL promotes a two-week programme on Global Citizenship, opened to its undergraduate students, in order to educate students to be citizens of the world. UCL's main goals on education for GC are: students... a) to look beyond their individual interests, in order to be aware about the interconnectivity of the world; b) to understand the challenges that the world faces today; c) are aware about their social, ethical and political responsibilities; d) are ready to display leadership and work together to make some positive changes in the world; e) are able to solve problems and f) to prosper in the global jobs market the mentioned values/premises³⁹. This is highly important in a context as UCL because it is a Global University: 1) it was the first English university to admit students of all beliefs and ethnicities; 2) currently has 210 clubs and societies with 18,000 memberships sold; 3) 49% of the student body volunteer on external community projects (2011-12); 4) has students from 150 countries and 100 staff nationalities; 5) 20% of students study abroad as part of their degree; 6) 21 modern languages are taught at UCL and, finally, 7) it is based in London, one of the most cosmopolitan and multicultural cities of the world⁴⁰.

³⁷ Information from the UCL official website: <http://www.ucl.ac.uk/about-ucl>.

³⁸Information available at: [http://www.topuniversities.com/university-rankings/world-university-rankings/2014#sorting=rank+region="+country="+faculty="+stars=false+search](http://www.topuniversities.com/university-rankings/world-university-rankings/2014#sorting=rank+region=).

³⁹ Information from the UCL Global Citizenship website: <http://www.ucl.ac.uk/global-citizenship>.

⁴⁰ Information from the UCL Global Citizenship website: <http://www.ucl.ac.uk/global-citizenship>.

The Institute of Education (IOE)

Founded in 1902 as a teacher training college in London, the IOE is now a world-class research and teaching institution. Its distinguished history and current mission are rooted in a commitment to social justice, under the premise that education transforms lives⁴¹. The Institute is, according to information from the official website, passionate about furthering education for all in its broadest sense, and supporting those who make it possible. In this sense, its mission is promoting excellence in education and related areas through advancing knowledge and understanding on the professional practice of education. The work is rooted on values such commitment with truth, critical reason and social justice, generating a critical and independent voice about education. The mission is pursued by 1) undertaking research of national and international significance on education issues; 2) offering an informed practice on teaching; 3) support public engagement through research; and 4) celebrate partnerships with organisations that share the institute values and aspirations. IOE is also a leader on international proficiency rankings. The UCL Institute of Education (IOE) is ranked first in the world for education (QS World University Subject Ranking 2015⁴²) and first in the UK for research strength (REF 2014).

Regarding to Global Citizenship several projects have been promoted across the years. One of them is the Global Learning Programme, but there are others such the ‘Global Dimension in Initial Teacher Training’ programme, the ‘Global Learning for Global Colleges’ project and the ‘Students as Global Citizens’ project. All these projects are run by the DERC.

The Development Education Research Centre (DERC)

The DERC is one of the research centres that integrate the UCL Institute of Education, in London, United Kingdom, within the Department of Curriculum, Pedagogy and Assessment. The DERC is based in the London International Development Centre⁴³ in the very heart of London city. The Research Centre was launched in November 2006 with funding and support from the UK Department for International Development (DfID) and it is recognised as one of the world's leading research centres, that acts as the hub for knowledge generation, new thinking and quality output on *development education*, *global learning* and *global citizenship*⁴⁴. Its main goals are: a) promote the value of global education as part of what is called by ‘essential learning in the twenty-first century’; b) to promote critical reflection and engagement around global education area, in the UK and internationally; c) to develop a research community on the area and a body of

⁴¹ Information available at the IOE official website: <http://www.ioe.ac.uk/about.html>.

⁴² Ranking position available in the following address: <http://www.topuniversities.com/university-rankings/university-subject-rankings/2014/education-training#sorting=rank+region+=+country+=+faculty+=+stars=false+search>.

⁴³ Website address: <http://www.lidc.org.uk/>.

⁴⁴ Information on the IOE official website: <http://www.ioe.ac.uk/research/150.html>.

evidence; and d) to embed development education principles and practices across teacher training related with the IOE.

The centre undertakes consultancy services through research, integrates partnerships for national and international (European) projects, where DERC's main role is provide research, impact, measurement and evaluation.

The Centre is constituted by Dr Douglas Bourn, the director, the Associate directors Dr Clare Bentall and Dr Karen Edge, the MA Course Tutor and Research Officer Dr Nicole Blum, a Research Officer Dr Frances Hunt, a Research Assistant Helen Lawson and a DERC administrator Guy Benton. During my internship I developed activities as 'research assistant'.

4.1.2 What have I done? Knowledge, Skills and Professional Competences

Summary: My major responsibilities were to provide research and consultancy services at national and international level, with several UK and international partners, on Development Education projects. I worked with two European Union projects, a UK Government Programme and I undertook consultancy work with the British Council.

I worked with one European project called *Makutano Junction: a multi-media approach to effective development education*⁴⁵, a project related to global learning that aimed to create links between schools in the Global South and Global North. I helped the management of the monitoring and evaluation element of the project. I also undertook desk research, generated statistics and produced an analysis of the data. I attended meetings in Poland and several national meetings in the UK as DERC collaborator and was involved in the production of the final European report.

I also worked on the *EU Schools for Future Youth programme*⁴⁶ which is led by Oxfam GB. The programme is intended to support global and intercultural citizenship within schools (the project began in 2014). Along with the Director of DERC I helped the production of an extensive literature review. I also participated in several national and international meetings as DERC collaborator and presented the literature review at one of the international meetings, in Italy. Furthermore, I contributed to the production of the resources and application materials (questionnaires, focus group orientation, toolkits for teachers and students).

The DERC has a lead role in the *Global Learning Programme*⁴⁷, a major UK programme funded by the Department for International Development (DFID). The programme aims to encourage global learning in schools. I helped to organise and run several three day training sessions with national educators around England.

On behalf of the DERC, I provided consultancy services to the British Council working on the *Connecting Classrooms*⁴⁸ programme. I helped to produce an external evaluation report, carrying out interviews with global educators from areas of conflict and emergency and collating the results of these interviews.

I also provided administrative support for the centre, putting on events, liaising with suppliers and partners and collating management information. I also helped in the production of newsletters and institutional communications.

⁴⁵ Official website: <http://www.makutanojunction.org/en/>.

⁴⁶ Official website: <http://www.sfyouth.eu/index.php/en/>.

⁴⁷ Official website: <https://globaldimension.org.uk/glp>.

⁴⁸ Official website: <https://schoolsonline.britishcouncil.org/programmes-and-funding/linking-programmes-worldwide/connecting-classrooms>.

In the following table is possible to find the timeline, phases and activities that I have done in my internship (table 6). There is a second table (detailed) that I directed for the appendices that shows which kind of activities and tasks I developed, the time that I spent on the activities and other additional activities that I decided to do, in order to provide a better service during my internship.

Table 6: Observation Log

Internship Timeline	Phases	Main Activities	Observation Elements			
			Phase's Description	What I have learnt	Interrogations	Additional Information
October – November 2014	<i>Explanatory</i>	1. Arrangements; 2. Starting to do Literature reviews; 3. Catch up on the DERC's work; 4. Upload questionnaires from a training event (GLP); 5. Starting to study the projects that I would work with.	Phase of exploring the Centre's work and its projects. I also started to work on data updating and analysis.	(i) I had access Centre's work; (ii) I increased my knowledge about 'Global Education', 'Global Citizenship' and 'civic and political participation in Youth' and (iii) I started to work on technical analysis.	<i>Will I be successful in all my tasks? Am I capable to work here? speaking a non-native language?</i>	I started to attend events related to 'Global Education/Learning'. I enroll in additional courses namely <i>EndNote</i> and <i>Microsoft Excel</i> .
November – December 2014	<i>Research-Action</i>	1. I continued with the literature review (LR) and catching up on the Centre's projects; 2. Study the main guidelines and goals of two European projects; 3. Attend some events; 4. Support some Centre's events; 5. Analysis of Oxfam materials on Global Citizenship; 6. International meeting SFYOUTH project (London); 7. Work on the LR for the SFYOUTH project; 8. Work on DERC's Digest; 9. Upload	Phase to start to get into the DERC's work. I undertook research tasks and consultancy with a wider network of partners from international projects.	I learnt how to undertake research tasks, as well as how deal with events and other sort of academic activities. I also had my first international meeting in a multi-stakeholder context.	<i>My constant interrogations had to do with if I would be capable to undertake my tasks with quality, and express my ideas and thoughts in English.</i>	'Global Education: the Intercultural Dimension' online course, promoted by the Network University. I applied for the IAPSS World Congress ⁴⁹ to present a paper. Was approved.

⁴⁹ The IAPSS World Congress is the largest association of Political Science students (or students from related fields). Operates under the auspices of the International Association for Political Science Students. The conference was conveyed in London, between 14th and 18th April 2015 and the theme was: The Politics of Conflict and Cooperation” .

		data from the MJ students' questionnaires; 10. Planning of the Monitoring and Evaluation plans for the MJ project.				
Jan - February 2015	Research-Action	1. Working on the LR for SFYOUH; 2. I represented the DERC in the national meetings of the projects; 3. Collection of international work that collaborators of our Department have been doing; 4. Arrangements for the international meetings; 5. GLP training events (2x); 6. Evaluation plans for MJ project; 7. International meeting Makutano Junction Project (Warsaw, Poland); 8. International meeting SFYOUTH project (Arezzo, Italy).	I continued my work as Research Assistant; I also had other 2 international meetings, which was a big challenge.	I got involved with diverse research activities, as well as providing consultancy. Was very positive because I increased my knowledge on Global Education/Global Citizenship at the European level, but I also developed my research skills. I continued supporting events as the GLP, something also very positive in terms of learning how to organise events in its all fronts.	<i>The tasks continued to be complex and different, which made me be very thankful for such fruitful opportunity (to engage in this particular busy but exigent environment). In this sense, I wondered a couple of times if I would be capable to undertake what I proposed myself to do, not only within the internship, but also related with my thesis project.</i>	I have learnt how to work with Survey Monkey.
March 2015	Research-Action;	1. Consultancy service to the British Council; 2. Analysis of the students' surveys for the SFYOUTH project; 3. Final updating and analysis to the students' questionnaires on the MJ project; 4. For some days I made administration work, on helping in liaising with suppliers	Phase of continuous research-action, but with new challenges, a range of commitments and a very busy time for me.	I continued learning a range of different things in the research and consultancy field, but one of my biggest challenges was how keep myself organised, which I believe that I effectively have learnt.	<i>Was very challenging kept myself organised. Was my major fear at some point.</i>	

		and other partners to support events; 5. I supported the Doctoral Research Seminar promoted by DERC (+ take notes); 6. I helped on the IOE Fair to present the MA course on Development Education); 7. Final meetings and “amendments” of the final report of the MJ project; 8. Training event for the GLP.				
April - May 2015	Final arrangements and reflections	1. Final amendments for the LR to the SFYOUTH project; 2. Final arrangements related to my internship; 3. Work on my final dissertation with Doug’s support. 3. Revision of the main themes that came across DERC’s journal.				IAPSS Congress: presentation World Paper

Table 6: Observation log with the main activities that I undertook.

Number of hours dedicated to the internship: 900 (approximate number).

4.2 Report of Activities

During my internship I worked with two European projects on Global Education and Global Citizenship themes. In the following pages – and in order to disseminate the projects as good practices – we will present the projects and its objectives, as well as the governmental programme *Global Learning Programme*.

4.2.1 The European projects

- i) *Schools for Future Youth: methods and support for improved youth participation in European School Education*



Acronym of the Project: SFYOUTH

Duration: 36 months

Funding: Erasmus+ programme

Key Action: Cooperation for innovation and exchange of good practices

Action: Strategic Partnerships (with more than 1 field addressed)

Countries involved: the UK, Poland, Italy and Cyprus

Partners: Oxfam GB, DERC (UCL Institute of Education), Polska Akcja Humanitarna, Oxfam Italy and CARDET.

Description⁵⁰:

Having in consideration the need to increase educational attainment and active civic participation by European youth, **SFYOUTH** project aims to promote active participation in youth, under *children-centred pedagogies* and participatory methodologies, as democratic methods of participation through *young ambassadors*. The focus is centred on global issues worldwide and the target groups are young people in secondary education across the four countries involved with key-hub schools.

The project has the following main goals: (1) EU teachers develop more relevant and inspiring curricula; (2) motivate and engage EU youth, within formal education; (3) develop the so-called ‘transversal skills’ in European Youth and (4) increase youth civic engagement and participation.

The methodologies are under a cross-field approach, where transferable methods depend of the context and the groups; the pedagogic approach includes a cross-curricular dimension, with the support of teachers and other school staff.

Currently, the project is in its first year of implementation, in the phases of *planning*, *dissemination* and *content development*.

⁵⁰ Notes based on the SFYOUTH European application form.

My main tasks:

- Reading of the documents related with the project;
- Realisation of an extensive literature review about Global Citizenship and youth participation across Europe;
- Participation in all national and international meetings;
- Participation in all discussions and decisions regarding to the project strategy and implementation, namely concerning to the materials, tools and evaluation/measurement instruments that would be used to interim and final evaluation procedures.

ii) *Makutano Junction: A Multimedia approach to Effective Learning*



Type of call: Non-State Actors and Local Authorities in Development: Raising public awareness of development issues and promoting development education in the European Union

Key-action: Global Learning in formal education system

Duration: 2 years

Funding: European Union/ European Aid Program

Countries involved: UK, Poland, Estonia and Bulgaria.

Partners: Partners Polska Foundation, DERC (UCL/IOE), Glade, Craven DEC, Cumbria Development Education Centre, People to People and the Media Center.

Target groups: Children from primary and secondary levels (from five to eighteen years old).

Methodologies: Educational ICTs methodologies and children-centred pedagogies.

Stage: Concluded

Description: The project was approved due the delay approaching of the *Millennium Development Goals* regarding to its commitment in eradicate world poverty and hunger⁵¹. *The Makutano Junction* was a soap opera that operated as an educational tool, in order to promote awareness and knowledge about the daily life of Kenyan people. The major aim of the project

⁵¹ Based on the Application Form of the project.

was provide concrete information to children in the ‘Global North’ (at the European context) to improve their concepts and ideas about global issues around the world, especially in order to recognise the main differences and similarities among North and South countries, through a comparative point of view.

My main tasks (my contribution was at the monitoring and evaluation phases):

- The reading of all the documents of the project;
- Organisation of all documents, materials and interim reports, as well as the track of communication records (emails and letters);
- Participation in all national and international meetings;
- Updating and analysing data with the Microsoft Excel, from students’ questionnaires, one of the evaluation materials used for the final evaluation process;
- Participation in the writing of the final European report;
- Networking with all the partners involved (through email and skype).

4.2.2 Global Learning Programme (GLP)’

Summarised description of the Programme⁵²:

“The *Global Learning Programme (GLP)* will support the effective teaching of global learning in schools in England and enable it to become embedded as regular practice at whole school, curriculum and classroom level” (GLP handbook, 2014: 49).

GLP’s main goal is to “create a national network of likeminded schools, committed to equipping their pupils to make a positive contribution to a globalised world by helping them to deliver effective teaching and learning about international development and global issues at Key Stages 2 and 3⁵³” (GLP handbook, 2014: 3).

This project is funded by the UK government through the Department for International Development (DfID) because “the government believes that every child growing up in the UK should have the opportunity to learn about the world around them, about the essential facts of poverty and underdevelopment which face children their own age in other countries (...). The government recognises that there is an opportunity to achieve this through formal education in

⁵² Based on the GLP handbook (not available online) and the website information.

⁵³ *National Curriculum Key-Stages Framework* for the current academic year. Information available on: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/339805/MASTER_final_national_curriculum_until_sept_2015_11_9_13.pdf.

England by enhancing the curriculum to include themes about global poverty” (GLP handbook, 2014: 3).

The programme operates since 2013 with prospects until 2017, considering a hypothetical extension of two more years. Its main goals are: (1) help young people to understand their role in a globally interdependent world and explore further strategies to improve it; (2) familiarise young people with the concepts related to development and sustainability; (3) enable teachers to promote a changing mentality process, which aims to reach ‘social justice mentality’; (4) stimulate critical thinking and (5/6) help schools promote awareness and to explore alternative educational models about poverty and sustainability (ibid).

The GLP is delivered by the *Development Education Consortium*, which brings together several partners, namely: *Pearson, Think Global, Institute of Education, SSAT, Oxfam, Royal Geographical Society* and *Geographical Association*.

The operation model is based on the aim to achieve the following elements, according to the GLP handbook⁵⁴:

Table 7: GLP outcomes

Outcomes	Knowledge	Enabling children and young people to understand causes and effects of poverty and uneven development through globalisation, social and economic processes and phenomena, recent challenges and progresses and strategies to reach development goals.
	Skills	Engaging with knowledge, pupils/youth will be able to explore critically different types of issues around the world, examine individual and collective actions and reflect and evaluate the best strategies to improve them.
	Values	Pupils will start to consider their own actions also based in their values and those that should be disseminate all around the world, as Human Rights.

Table 7 – Outcomes to achieve under GLP implementation.

With this programme pupils should achieve awareness about specific key issues (*knowledge*) and develop *skills* and *values* related to the information they received and the critical process of discussion the contents that they should pass through. In the following table, based on the GLP handbook and website, is possible to see the major contents that Global Learning actions should incorporate, the skills that must be endorsed and the values that should be promoted in all this learning process.

⁵⁴ More information available on the following link: <http://globaldimension.org.uk/glp>.

Table 8: Global Learning pupils' outcomes

KNOWLEDGE	
Themes	Contents description
Central elements of GLP – Key issues	
Global poverty	<p>Look at the progresses that were made and challenges that still need to be faced;</p> <p>Explore different ideas about poverty as it happens in several contexts;</p> <p>Understand how inequality and conflict link to poverty.</p>
Sustainable Development	<p>What is mean by development and how that could be sustainable; also explore the idea of sustainability linked with the human being action;</p> <p>Knowledge about the social, economic and political situation in developing countries, especially in opposition to the developed ones (reflect on the differences through her causes and effects);</p> <p>Know more about historical development of countries, with focus on their eventual colonial past and relationships and the world's interdependence;</p> <p>Understand changes in our globalised world and its impacts in terms of world balance and sustainability; explore the challenges that we face nowadays and those who could have even worse impact on the world in terms of natural or social resources.</p>
Rights and Essential Welfare	<p>Know what is meant by Human Rights, through the study of the <i>UN Universal Declaration of Human Rights</i> and the <i>UN Convention on the Rights of the Child</i>;</p> <p>What essential services represent (health, education, water, sanitation, food and energy);</p> <p>Understand the link between Human Rights, essential services and Development.</p>
Globalisation and Interdependence	<p>Understand how globalisation has linked people through trade, cultural and social aspects;</p> <p>Explore the concept of 'aid' how people can be (in)(ter)dependent and understand why and how different countries have different connections in the international scene.</p>
Governmental actions and Public policy	<p>Discuss the role of governments in delivering essential services;</p> <p>Understand the importance of governments upholding human rights, take action to reduce poverty and promote development; understand particularly how can they do that at the local, regional, national and international levels, which includes global agreements such the <i>Millennium Development Goals</i>, trade agreements and climate changes targets.</p>
Citizenship	<p>Understand the governmental responsibilities and be aware of rights/duties of each citizen, in the local and global contexts;</p> <p>Explore examples of movements, organized groups or independent actions that tackle global issues;</p> <p>Understand how each one of us, citizens, can contribute to overcoming poverty.</p>

Business and Technology	<p>Knowledge about different types of business, trade and commercial transactions and their impact on the world;</p> <p>Discuss how technology nowadays could help on handle with poverty and face it;</p> <p>Recognize the actions, policies and strategies from global corporations in the business sector and the impacts/effects they may have in the international science, in the economic, social and environmental level.</p>
SKILLS	
Skills	Meaning(s)
Critical thinking	Explore evidence about global development and analyse and compare facts and perspective about it.
Multiple perspectives	<p>Recognition that perspectives are mediated by information and power relations;</p> <p>Know how evaluate, classify and mix perspectives and facts, for creating new (and own) ideas.</p>
Challenging perception	Understand and recognise pre-conceptions and stereotypes; challenge and (try) change them.
Enquiry and discussion	Being able to use evidence for structure thinking, discuss issues and form own opinions.
Communication	Transform complex issues into simply narratives that could help others understand themselves and what is happening in the world.
Teamwork	Being able to work with others, playing different roles and having diverse responsibilities, communicating and ensuring a plural perspective team, in order to improve the learning process.
Planning	Enacting a structured approach on the learning process, working individually or/and collectively, through a core goal-outcome strategy.
Reflection and evaluation	Evaluate actions based on evidence, self-experience and according to the accomplished outcomes.
VALUES	
Values	Meaning(s)
Fairness	Pupils questioning how fair is the world, who have access to certain essential services and who do not, why and how turn around this situation.
Agency	<p>Understand who has responsibility for act on global development, why and how;</p> <p>Recognize that each element of civil society has a particular role to play.</p>
Care	Be sensitive to the fact that caring of others matters because we share the same international community and its balance only will be reached when each person does their part.
Self esteem	Pupils need to be self-confident in order to find the responses for international development.
Diversity	Considering different standpoints will help children understand their own visions and create their own perspectives about global development. That will be positive not only for the kids, but also for the future of a globalised and plural society.
Respect	Respect others means considering others' perspectives worthy and important for the creation of our own ones.

Social justice	Pupils can think and discuss about a more balance and equitable world would look like, the benefits of have a fairer society, without the current social and economic discrepancies.
Empathy	By learning about the experiences of those facing global development challenges, according to an emotional but clean idea about the inequality in the world.

Table 8 – Global learning pupil outcomes diagram (adapted from GLP handbook, 2014: 43)

For *evaluation and measurement*, the teachers could use the “*Pupil Assessment Tool*”, in order to understand the level of contents’ achievement. However the evaluation process is not restricted to students, but also shared with the whole school community, according to a wider *theory of change*. All partner schools (including when they are institutionally considered *expert centres*⁵⁵) would be encouraged to fulfil the online evaluation tool called “Whole School Audit” (WSA), in order to conclude the prospect results in terms of the stated whole theory of change (GLP handbook, 2014: 8).

Like mentioned above, GLP contents should, supposedly, be embedded in the national curriculum, namely in the area of *English, Maths, Science, Geography, History, Religious Education and Citizenship*.

For undertake the GLP in schools, the entire GLP network will be able to get the support from the GLP website resources and also from the GLP Curriculum Framework (where are included the pieces of research produced in the studies of needs).

Personal Attendance: Global Learning Programme (GLP): Expert Centre Coordinator Training Event (*Warwick University; Dates of three training sessions: Wednesday 14 – Friday 16 January 2015 / Wednesday 21 – Friday 23 January 2015 / Wednesday 25 – Friday 27 March 2015*)).

Main tasks: I helped in the organisation of the training event, namely:

- Helping in the production of the materials used during the training (prepared before the training starts);
- Helping in keep everything organised during the training sessions (I was in the classroom where training happened);
- I updated and managed teachers’ information on the website (the Fronter) and,
- I helped in collecting and analysing the evaluation forms, delivered in the end of each session.

⁵⁵ The schools with outstanding practice in global learning and the potential to establish strong networks of local schools will be appointed as GLP Expert Centres that will act as hubs for good practice to provide local, peer-led training and support for teachers in partner schools (GLP handbook, 2014: 4).

5. Methodology

5.1 Research in Social Science

Research in Social Science helps us to understand the meanings of an event, reflecting about the causes and consequences of a political decision or how a group of people see a specific problem according to their socialisation processes or/and perspectives (Quivy & Campenhoudt, 1995). Therefore, this study is built under a *sociological premise of understanding* (Berger, 1980), having in consideration matters of *authenticity*, *comprehension* and *methodological rigor* (Quivy & Campenhoudt, 1995: 20).

Social Sciences are oriented to seek scientific knowledge, however neither the object of study nor the research process will conduct the researcher to the establishment of absolute truths.

As social researchers, we include ourselves into a specific *paradigm of research* inside Social Sciences. We consider that our self-inclusion clarifies, in part, our methodological choices and assumptions, as well as the reasons behind the selection of this object of study and its scientific questions (Santos, 1989), the framework that we have built and the concomitant analysis, created under a *subjective interpretation of the reality*. By adopting this *habitus*, we believe that we are being more responsible scientists, we are securing our legitimacy and the study's legitimacy.

Our methodological choices are framed under a *Postmodern Paradigm*, because we have been studying the topic of global education, the object of study, according to the realities and contexts where it happens, in order to build a subjective, holistic and progressive knowledge on the matter of global education. We strongly believe that this issue can transform policies and practices on the areas of *Education* and *Public Policy*, as well as – more broadly – in *Development* and *(Global) Human Interaction*.

In terms of defining the used research type, most of the times we carried out *Qualitative Research*. “Qualitative research methods (...) are often employed to answer the *whys* and *hows* of human behavior, opinion and experience – information that is difficult to obtain through more quantitatively-oriented methods of data collection” (Guest, Namey & Mitchell, 2013: 1). Qualitative research as Participant Observation and/or Case-study *result in a narrative, descriptive account of a setting or practice* (Parkinson & Drislane, 2011 *apud* Guest, Namey & Mitchell, 2013). It includes several techniques and materials and/or tools that make the world more visible, as a series of representations... it is a truly naturalistic approach to the world because the objects of study are analysed in their contexts and own settings (Denzin & Lincoln, 2005 *apud* Guest, Namey & Mitchell, 2013). According to Holliday (2002), qualitative research has the following characteristics: there is a conviction that what is important comes out naturally during the process of study; it includes a deep look into the quality of social life; it locates the study in a particular context, which makes possible the exploitation social variables as the settings where

the object of study is embedded in; consequently will be generated more informed discussion about the theme (6).

In this study we can verify different types of qualitative research, in particular ‘applied qualitative data’, because this study *strives* to improve our understanding about real-world problems (Guest, Namey & Mitchell, 2013).

Ethnography was one of the principal methods used due the need to approach peoples’ realities and practices, specifically from the field, where the meanings and *standpoints* from those individuals matter (Haraway, 1988). The method represents the analysis of a specific community and/or organisation, that “(...) might include historical precedents, the physical context in which people live and work, the social structures in which individuals are embedded, and the symbolic environment in which they act” (Guest, Namey & Mitchell, 2013: 11). The method emphasis a deep immersion in the research area and instigates the understanding of the *emic* (insider perspective). In this study, ethnography is applied mainly to the national and international meetings where I represented the DERC, as well as during my internship journey.

Phenomenology is also part of the study particularly regarding to the semi-structured interviews that I conducted for the second part of the study though interviewees’ individual experiences. We considered the selection of a case-study with interviews because we believe that would be highly fruitful the experience of dialogue with people truly implicated in an area/field of knowledge and/or action. The *phenomenological* chain was used because it seeks to describe, interpreting, and to understand certain phenomena that are presented to human perception; it studies the object of study according to a holistic comprehension and an interactionist approach of the world, according to the experiences, thoughts and ideas of individuals, on the premise that actors’ consciousness is the constitutive factor of social universe (Morin, 1995; Ferreira, 2004; Guest, E. Namey & L. Mitchell, 2013).

In this line of thought, the selection of the authors, theoretical contributors for this study, was made according to our epistemological paradigm of science, because their contributions came from similar approaches and assumptions; however, is important to mention that we believe that a ‘theoretical internal conflict’ is productive to science production on Social Sciences, and all the dissents that we captured on our study were treated with accuracy and included in the discussion and further conclusions.

In the case-study, we have analysed data according to a unique or a set of well-defined topics. The attributes and unique properties of contexts influence the peoples that work within them, and vice-versa, that’s why for the case study we included semi-structured interviews. The interviews were recorded and transcribed, in order to further analysis. In this sense, *Narrative Analysis* is also a qualitative research technique used in the case-study because represents a larger culture of meanings through individual ‘stories’ (Guest, Namey & Mitchell, 2013: 8;9).

5.2 Comparative Education

The selection for a comparative case study was based in the principle that it provides important inputs and information to politicians and decision-makers (Debeauvais, 1997 *apud* Ferreira, 2008), which is one of the main goals of this work: disseminate to inform and to influence. Also, we believe that the renovation of a theme and/or area comes with the articulation of its conceptual dimension with its historical and sociological inclusion in a certain time, in a specific context/space, which can be brought by Comparative Education.

Comparative Education is a scientific field⁵⁶, institutionally autonomous of other fields of study, however its contents are built by other areas of knowledge and inserted in a multidimensional plan of analysis (Altbach & Kelly, 1986: 4; Crossley & Watson, 2004: 20). The studies of comparative education came from the XIX century and were mobilised under constructivism theories in macro-studies of education and social change, especially in the newly industrialised countries (Crossley & Watson, 2004: 14). In the 1950s and 60s its theoretical approach was circumscribed to the areas of Economy and Sociology, that came from the Modernity period, though the Human Capital Theory (Altbach & Kelly, 1986: 5). As Bray (2007) points out, this area receives several people from other theoretical backgrounds, with tools and defined perspectives, but who aim to work within it⁵⁷. The XXI century have brought new perspectives to this field, namely the ones that came from globalisation, the role of the Nation-State and societies' national identities⁵⁸.

Notwithstanding, comparative education is not anymore an area that exclusively evaluates good practices⁵⁹; it also includes in its conceptualisation the need to understand the political and cultural development of nations through their national education systems and the goals and premises behind them. Grossley and Watson point out the importance of the study of comparative education through technological globalisation, as well as through *culture, identity, democracy, power* and *difference* (2004: 82), because these concepts allow a wider comprehension of the current political dynamic, at the national and international levels⁶⁰.

⁵⁶ Also known as one of the last approaches to comparative education, by Bereday. Its scientific point of view was promoted by Noah, Eckstein e Anderson (Altbach & Kelly, 1986: 4).

⁵⁷ Quote: "Most people see comparative education as a field which welcomes scholars who are equipped with tools and perspectives from other arenas but who choose to focus on educational issues in a comparative context" (Bray, 2007: 35).

⁵⁸ Quote: "21st century has brought to the field new perspectives (...) include those arising from the forces of globalization and the changing role of the state" (Bray, Adamson & Mason, 2007: 1).

⁵⁹ First approach to Comparative Education, by Bereday, in *Comparative Method in Education* (Bereday, 1964).

⁶⁰ 'Comparative Education' is different from 'International Education'. The first is strictly comparative causal, while in the second the comparative dimension is more tenuous and is more focused on phenomena and its causes rather than its processes (inputs and outputs).

However, is important to mention that study variables attached to analysis of educational issues have expanded in an international context deeply changed since the XX century, with the introduction of new technologies of information and communication, the cultural dissemination of compulsory education, the need of economic development through innovation and the access of different learning patterns according with globalisation flows. Transnational organisations as OECD or the UNESCO for example had a crucial role in the *global diffusion of education patterns and standards* (Mendes, 2007). To this particular study also interests to say that organisations such as the mentioned ones, helped the construction of the development concept, supported by matters of sustainability, innovation and progress.

In the beginning, comparative education opened itself to the ‘intellectual market’ under a static configuration (encapsulation) by its structural components (positivism) and historical dimension (Nation-centred) (Malet, 2004). “(...) Comparative education, ‘more than an epistemological discussion, [it] entail[s] a process that is historically contingent, vulnerable and reflective of the political mood and intellectual space that they express” (Nóvoa & Yariv-Mashal, 2003 *apud* Correia, 2011: 589).

The world’s ideal was, for some time, mutual understanding and the world’s pacification at the international relations scene, which later has favoured the creation of transnational organisations. With the technological expansion, *social evolutionism* highlighted Education as the legitimated instrument to resolve certain issues attached to the structural basis of society. Modernity instituted the symbolic representation of the ‘Other’, which has been contributing to build the reference framework for comparative generations, and instigating the ‘culture’ of policy-borrowing at the international scene.

The *Interventionism* and the *Critical Comparatism* have introduced new purposes to Comparative Education. The *first* has reflected the assumption that the production of economic values, through innovation, is incremented by education/training. The *second* introduced an ideological disruption with the former naturalist assumptions, being assumed instead the need to a hermeneutic and transformative understanding regarding to the comparative study of systems. In this sense, comparative education became highly important in the construction of public education policies (Zacharish, 1986: 99).

The study and comparison of different education systems is not new. In the twentieth century, the study of “(...) national education systems, [was] a scientific attitude that [was] characteristic of comparative studies (...): the desire to understand other countries, bringing with it an interest in different forms of knowledge production, schooling and education” (Correia, 2011: 597).

We believe that this sort of study should continue, in order to produce informed and adequate policies in the future.

Regarding to this particular study, it includes an overview about matters produced by globalisation, a field that has been scientifically analysed through comparative studies, particularly within the Education Sciences (Madeira, 2007: 100).

5.3 Sources analysis

The literature review is a *phase that ends when the research project is almost finished*. In this case the literature review was organised by specific key-issue and were included the following concepts and themes: *Development Education*, *Global Education*, *Global Learning*, *Global Citizenship* (Education), *Education Policy* applied to formal Education Systems, in order to characterise the both counties (which also led us to want to know more about the country itself and its history and education path). Was important at a first phase explore what Global Education represents in conceptual and theoretical terms.

This essay includes an attempt to have an international framework were Global Education fits in. We believe that this approach is relevant because led us to know more about Global Education through the causes that have generated its necessity nowadays. Because of that, we have explored the themes of Globalisation and its effects in Education, the international society and the current role of Nation-states in this *postmodern* era. We also explored what Development means, the inequalities that came from the relations of the ‘development’ and ‘underdevelopment’ nations of the world (relating this with (Post)Colonialism and the Theories of Dependence). The possible prospect of a Cosmopolitan Society and a Global Citizenship Identity are also explored in this paper.

This essay started from the premise that the international scene is becoming more influent in what Nation-states applied in their contexts, and also is helping to build what we can call currently as ‘broader senses of identity’. Because of that we also looked to what key international organisations have to say about Global/Development Education and/or about Global Citizenship. The organisations are: The United Nations in a broader sense, because is the older international intergovernmental organisation in the international scene; the UNESCO, considered the intellectual agency of the UN, because it works with policy and practice regarding Education; the OECD because it is one of the most recognised international intergovernmental organisations in influencing Nation-states to undertake certain policies in several themes, including Education; and the European Union, presented on the issue by the several initiatives that have been made, mainly though the European Commission and the Council of Europe.

In terms of official documents and/or information institutionally produced by the selected international organisations (the UN, the UNESCO, the OECD and the European Commission, which includes Council of Europe), can be considered a *mix* of both primary and secondary data. Official documents helped in understanding what the ‘global scene’ says about this ‘Global

Education' area, particularly regarding to Global Citizenship. Other influences in terms of conceptualisation were the reports from the *Global Education Network Europe* (GENE⁶¹), because they have been developing a wider overview about Global Education across several countries in the EU.

We used both *primary* and *secondary* data to undertake this research and we worked with *qualitative* information in the major part of this paper. Primary sources were mobilised mostly to 1) reproduce what international organisations or other bodies of knowledge have said about Global Education and/or related themes (treaties, protocols, laws); 2) national documents used to characterise the education systems and/or programmes on global education; and 3) dynamic sources as websites or platforms to contextualisation purposes, across all the paper.

However, were used in most cases secondary sources in the problematisation of the object of study, because, as we said before, our aim was to look for different contexts where the same topic is applied, so was highly important to have studied other papers and reports produced by technicians, specialists/researchers, in order to help us to study this issue as better as possible.

5.4 The Case-Study Methodology

The title of this case study – extended to this report – is “From Policy to Practices: Global Education in Portugal and England. A comparative case-study *à propos* of an internship at the Development Education Research Centre of the Institute of Education, University College London”. The theme was built according with three main considerations: 1) this paper aims to work with the concepts of ‘policy’ and ‘practice’ because we believe that both are important, mutually influence each other and one represents the reason and consequence of the other one; 2) the object of study is ‘Global/Development Education’ and we assumed ‘Global Citizenship’ as the outcome of Global Education implementation in a long-term basis, and 3) the main goal of this study is understand how the formal education systems in England and Portugal potentiate the achievement of a global outlook through the inclusion of contents of Global Education in the formal curriculum. The final part of the title regards to the research internship that I undertook, that have influenced and motivated me to conduct this study.

To better understand how Global Education has been included in schools, we select the technique of semi-structured interviews with educational stakeholders working in the field of Global Education.

As a qualitative research project, this study included the following orientation and procedures according to Mucchielly (1996) (Teodoro, 2003: 22):

⁶¹ Global Education Network Europe (GENE) is “(...) is the European network of Ministries and Agencies responsible for support, funding and policy-making in the field of Global Education” (information from the official website: <http://gene.eu/>). The group has been operating under a culture of sharing and learning among around 40 Ministers, Agencies and other national bodies across 25 European countries.

1. This research involved a personal and prolonged contact, within the context, interacting with people also involved in the space and/or in the research process itself (and their viewpoints and perspectives); in my case my main contact occurred in the DERC.
2. The problematic was/is built along the way, so is always 'open' and 'wider';
3. The methodological design is not finished until the end, so the process is matured during the almost entire research period;
4. Some research' phases, as for example the collection of data and content analysis, are not necessarily separated (and encapsulated) by time;
5. The main important methodological tool during the research period is... the researcher itself;
6. The analysis is not tied to results; instead the content analysis includes the processes of description, theorisation and internal 'debate' from the generated outputs;
7. Finally, the thesis or the final report should be the physical result of an open space of dialogue, questioning and debate between the theoretical inputs, the sociological, historical and, in this case, pedagogical analysis and the empirical outputs.

A research project starts with the formulation of a *research question* that, according to Quivy and Campenhout (1995) should be *clear*, *practicable* and *relevant*. With this research process we aim to answer to the following *questions*:

1. How Portugal and England promote, through their Education Systems, Global Education?
2. What have to say selected education stakeholders⁶² about Global Education at the National level? Which kind of contribution have they been doing in the last few years, in order to help schools conducting this work?
3. Is Global Education being promoted by international organisations nowadays? If yes, there is any common vision about it?

Broader questions adapted from Bourn in the GENE report about *Quality in Global Education* (2008: 33,34)⁶³ can be also applied to this study, particularly at the discussion/conclusions levels:

- Why Learning for a Global Society is Important?
- What do we mean by Learning for Change?
- What are the Skills Required for a Global Society?
- What are the essential components of Good Practice?
- Why there is a need to address evaluation, measuring effectiveness and Impact?

⁶² The selection criteria had to do with the relevance of the organisations in Global Education and the work they have been doing in schools about development themes.

⁶³ Document available at: http://www.gene.eu/wp-content/themes/gene/Books/PF_QGENE.html.

In order to reach the dimension of ‘**practice(s)**’ attached to this study, we selected the technique of ‘semi-structured interview’ to eight important stakeholders on the Global Education area, four in England (in English) and four in Portugal (in Portuguese). The interviews were recorded, transcribed and analysed.

According to the ethical commitment that I established with the interviewees that I talked with, I will not mention their names but the institutions they professionally integrate. It is important to highlight that their vision is based on personal experiences and reflections, so their views herein can in no way be taken to reflect the official opinion of their institutions/organisations. We are only mentioning the name of the individuals' organisations in order to legitimate our case-study, because all the selected organisations represent a considerable good and progressive work on global education in the both countries.

In the following table we present the organisations that we contacted with and the reason why we selected those stakeholders, based on their potential contribution to Global Education work.

Table 9: Case-study selected organisations

Name	Reason of contact
<i>England</i>	
Oxfam GB (Oxfam Education)	Oxfam GB is part of the Oxfam International family, is a leading UK charity fighting global poverty, which main premise regards to the transformative action that people can have when committed to help others. Its main work is on development, campaigning and support emergencies. Oxfam Education offers a range of different resources to implement Global Citizenship in schools; it is also involved in several national and international (European) projects and programmes on this particular theme and has an active voice concerning to Global Education in schools in England.
Think Global	Think Global's flag is the need to promote education for a more just and sustainable world. It is a national education charity and the hub of a community of schools, NGO's and businesses which care about Global Education. The organisation is involved in several projects regarding to global learning within schools and promotes high-quality teacher training on Development Education (including online).
Pearson (UK)	Pearson UK is a world's leading education company that develop multimedia learning tools to foster better education processes, inclusively regarding to Global Citizenship. It also has a contribution in the Global Learning Programme in England.
Expert from the UCL Institute of Education	Expert and Consultant on Global Education, working at the DERC (UCL, Institute of Education), with a professional

	track of national and international experience in several projects about Development Education and global learning in schools.
<i>Portugal</i>	
Camões I.P – Instituto da Cooperação e da Língua	Camões is a public institute, integrated in the indirect management of the national State. Works on bilateral and multilateral fronts on Cooperation for Development and also in Development Education, a dimension of its work that came from cooperation with the former colonies. Is the public organisation with more work on Development Education.
Fundação Gonçalo da Silveira (FGS)	The FGS is a non-governmental development organisation that works with projects in cooperation, development and Global Citizenship, mainly in partnership with some of the Portuguese former colonies. Has a great work in working on development and global issues, more currently through teacher training and projects that join other Development NGO's and civil society organisations as well as academia, on Development Education matters.
Centro de Intervenção para o Desenvolvimento Amílcar Cabral (CIDAC)	CIDAC is currently a Development NGO (since 1994) but was born in 1974 to fight against the dictatorial oppression and the colonial war, the roots that generated Development Education practices. In this sense, the organisation works with Development Education projects, mainly in partnership with other national institutions and other organisations from some former colonies.
Professor and Researcher from the University of Minho	Teacher and researcher on Cooperation for Development and, later, Development Education. Currently works at the Institute of Education, University of Minho.

Table 9 – Selected organisations and experts to contribute to this case-study.

Table 10: Case-study research process

Case study research Timeline	Case Study Research Process Phases						
	Literature Review and Data collection	Stakeholder interviews in England	Stakeholder interviews in Portugal	Interviews (recording, transcription, final approval)	Analysis of the hard data	Triangulation of the Data (inputs, outputs and generation of the outcomes)	Writing the final Report
September 2014 – August 2015	X				X	X	X
June 2015		X					X
July 2015			X				X
August 2015				X	X		X
September 2015				X	X	X	X

Table 10 – The process and timeline of the research study.

6. The Case-Study

This case-study integrates the final report of the MA in History, International Relations and Cooperation; it aims to study Global Education application regarding to different national realities: England's and Portugal's ones. The study was empirically conducted by using practitioners discourses through recorded and transcribed semi-structured interviews, eight in total (four in each country), with the duration of between 25 minutes and 1 hour and 10 minutes. The analysis will be generated through a *triangulation* process between the conceptual and theoretical frameworks and the interviewees' testimonies about their work on Global Education in their countries. The final production, in a form of conclusion, should take into account the dimensions by which this paper initially started: the policy and practice of Global Education, particularly regarding to the formal Education System.

In this sense, is important to mention that we selected the *case study methodology* because we believe that even small pieces of research can make a contribution to social sciences mandate in understanding the world around us. This case study is a *qualitative study* and includes subjective indicators of different contexts; in this sense we will try to establish some *causality* among the indicators.

This study can be considered as a mix of an *explanatory case study* (see Joia, 2002), due the linkage between theoretical inputs and assumptions deriving from reality; and a *multiple-case study* approach, because we are exploring differences within and between two countries (see Campbell & Ahrens, 1998). Its analysis approach is based on a literature review and data collection of specialised books, political agreements, national documents, congress minutes, technical reports from international and national entities, as well as website content.

The selection for the two specific countries is, as we already reflected, a *metaphorical representation* of the countries from the 'South' and from the 'North'. We include, as indicators their education systems and history of DE, under a historical and sociological approach. Moreover, as mentioned, the comparative dimension of this study comprehends the intention to see how differently country realities react to common pressures and trends, in the education sector, as well as their own political choices regarding education, giving their political reflections and actions in the education sector, more specifically in what concerns to Global Education in a multicultural globalised world.

Citizenship Education remains a *key-policy* domain of national importance (...); is very much determined by the nature of national political systems, power constellations, and public policy decision-making processes" (Tawil, 2013). In this sense, we believe that by incorporating national and international elements of analysis, we will have richer and fruitful outcomes from our study. Within the policy analysis will be considered policies at the *micro* and *meso* levels, according with the context that we are discussing about, the actors involved, the type of education system,

the official curriculum, as well as the policy recommendations at the *macro* level from an international framework (Lima & Afonso, 2002: 11).

The two Education Systems in comparison are quite different, not only in terms of their national building processes and further internationalisation, but particularly regarding to their structure and extra dimensions. The Portuguese education system is centralised and ‘unified’, with high levels of bureaucratic integration and more systematised linkages between its parts. England, in the another hand was developed through middle class, tends to be more decentralised, with lower levels of integration, more differentiation and more specialisation (Archer, 1979 cit in Green, 2006: 27).

Is important to explicit that is not our intention to generalise and generate conclusions without the mandatory contextualisation. We are focused on two specific cases that represent two different realities and can help us to understand better these assumed two poles.

6.1 England

i) *Education in England: a historical and structural overview*

In England the Education field is inspired by clear ideological principles, resulting sometimes in radical changes in Education at the strategic and programmes levels, always depending on the governments’ will. Britain also does not have a written constitution, which incentives larger ideological swings in political decision-making.

England’s political structure allows an enormous power of the central government. The electoral system tends to produce large parliamentary majorities for a single party (party discipline is strong) and the upper house (House of Lords) has few powers. This means that all British Governments have been able to pass whatever laws they like, particularly because they certainly will get approval in the parliamentary pools. Notwithstanding, some of the powers are now circumscribed in many areas by the treaties of the European Union, which means that national Governments are tied to transnational responsibilities that do not allow the Government to make whatever it wants. However Education still is a national responsibility, far from the binding European policy (Pike, 2015: 319).

Was in 1945, after the II World War, that England moved to Universal Secondary Education, assigned eleven years of schooling divided into academic ‘grammar schools’ and non-academic ‘secondary modern schools’ (the so called 11-plus). The reforms in education started under the conservative administration of Thatcher, but reached their apogee with Tony Blair on the leadership of the Labour Party. Thatcher legacy (1979-1990) came after the called *winter of discontent*, due the economic decline; the Iron Lady was a promoter of *centralisation policies*, inclusively in Education. The successor governments (one conservative and another Labour) have consolidated her work. Her legacy is highly related to the economy, what generated an *education establishment*. She aimed to guarantee the standards on primary and secondary education in

Maths, English and Science above all and, in 1987, in the other seven (history, geography, technology, foreign language, music, art, physical education), produced under prescribed detailed attainment targets.

There are two main principles that tend to characterised the reforms led by the two major political parties: (i) a commitment to centrally driven reforms; and (ii) the belief in choice and variety, under the paradigm of *efficiency* generally associated to market principles (Wolf, 2004: 320), which still is verified nowadays.

“British Society has been subject to a deliberate campaign, initiated in free-market think-tanks in the 1960s and 1970s and pushed strongly by business leaders and right-wing commentators ever since, to elevate the status of business and commerce and to ‘contributing to economic growth’ the overriding goal of a whole swathe of social, cultural and intellectual activities” (Collin, 2011 *apud* Pike, 2015: 19). In this sense, the ‘knowledge economy’ has been the major purpose of education in England.

In 1988 with the Education Reform Act⁶⁴ was established the National Curriculum Council, a testing culture that aimed to empower parents in their relation with school and education as a whole, and to establish a market approach to lead to the so aimed high performance standards (330). This strategy was developed in order to increase control over the entire system and to identify failing schools for further improvement. Nowadays, all children from five to sixteen in state-funded schools have a national curriculum to follow, highly prescriptive and that covers the full timetable (*ibid*: 326).

Education policy in the UK is carried out according to the political decisions from each one of the four countries: England, Scotland, Wales and Northern Ireland. The curriculum addressed to public schools is national, however the methodologies of its application differ from each country and each local and/or school administration. In England, most education decisions are made at the local level and in schools context.

There are three types of schools in England: the *public* ones, funded by the State, the *Academias* or free schools that are also funded by the State despite some extra supplies and extra-curricular activities that people must pay separately, and the *private* schools, who are completely funded by the private sector and/or private families. The possibility of school choice in the UK is something still unclear for some theorists, regarding to its evaluation; is not clear if it can be considered an inclusive education policy or, the opposite, a secretory measure, particularly because compulsory education is until the age of 17 in England.

The Education Act from 2002 included a legislative distinction between key-stages which aimed to increase flexibility in the curriculum; it also started to include programmes of study and

⁶⁴ Document available at: http://www.legislation.gov.uk/ukpga/1988/40/pdfs/ukpga_19880040_en.pdf.

attainment targets for each subject and key stage (Weedon, Ahlgren, McCluskey & Riddell, 2010: 13).

The Education Act 2005 set out to promote greater autonomy and diversity in the education system, in order to raise standards for all, as well as to develop more effective inspection through legislation (Weedon, Ahlgren, McCluskey & Riddell, 2010). In 2006, the Education and Inspections Act set out a range of measures: a) introduce more disciplines within schools; b) place new duties in local authorities to improve children's fulfilment of their potential; c) introduced a revised curriculum; d) put local authorities in charge of school organisation and decisions; e) required parents councils as governing bodies that could represent parents view; f) put in place a new inspection; g) required governing bodies to ensure pupils well-being and social cohesion; h) required councils to develop sustainable modes of travel to school and i) brought new nutritional standards for food and drink in schools (ibid: 4).

“One of the most intriguing and curious aspects of English school reform over the last fifteen years is that it has combined an enormous faith in the ability of central government to safeguard and raise education standards with a very different approach to improving quality: parental choice, school autonomy and competition” (Wolf, 2004: 337). The centralisation of the curriculum is something that enthusiasts the both major parties, as well as the use of targets and testing for accountability.

Currently, England's school system is in a state of transition (Ofsted Report, 2014). The national curriculum major aims are to include the provision of an essential knowledge to educate pupils as citizens, and to help in engender an appreciation of human creativity and achievement.

The new Liberal Democrat /Conservative coalition that came into power in the 2010 election set out to make major changes to education at a time when considerable public sector cuts were also planned due to the economic climate (Weedon, Ahlgren, McCluskey & Riddell, 2010: 4). The Coalition stated at that time that parents, teachers, charities and local communities will be given the opportunity to set up schools.

Looking to the entire UK we could say that the investment on Education has been balancing across the years, despite the attempt to, particularly in England, transfer some state responsibilities in matters of Welfare State to the private sector. Notwithstanding, the UK invested in the academic year 2013/2014. The Education expenditure as a percentage of GDP⁶⁵ was in 2000/2001, 4.4%, in 2009/2010 was 6.1% and in the year 2013/2014 was 5.5%.

In administrative terms, English schools always have been relatively autonomous in relation to European standards. The headteacher and the school's governing body operates rather like a company board or university council (338). Now schools control their budgets more directly, which is considered by the public as a positive measure.

⁶⁵ Gross Domestic Product.

The average class size for maintained schools is around 26 pupils for primary and 20 pupils for secondary pupils (DCSF, 2009c). This is significantly higher compared to the independent sector that has an average class size of around 13 pupils in primary schools and 12 pupils in secondary schools (OECD, 2009 *apud* Weedon, Ahlgren, McCluskey & Riddell, 2010).

“The United Kingdom has high structures to evaluation and assessment frameworks, which include both external and self-evaluation and learning standards that serve as the basis for evaluation” (Weedon, Ahlgren, McCluskey & Riddell, 2010: 20). The system is characterised by high levels of accountability and publication of evaluation results to the public. School leaders in the UK have a high usage of evaluation data in decision-making, especially when compared to other OECD countries. The role of *Ofsted*, the Office for Standards in Education, Children’s Services and Skills, is highly important because it inspects and regulates services that care for children and young people, as well as all services providing education and skills for learners of all ages.

According to the most recent report from *Ofsted*, primary schools in England are getting better, but improvement in secondary schools has stalled (*Ofsted Report*, 2014). 82% of schools in England are considered ‘good’ or ‘outstanding’ (increase of 3% regarding the last year evaluation); only 71% of secondary schools are considered ‘good’, without any improvement from the year before that. Strong leadership is considered essential but not enough schools have it yet; 33% secondary schools and 16% of primary schools have weak leadership. The best general schools are focused on high-quality teaching, particularly regarding to literacy competences. Secondary schools also face the problem of lack of teacher quality when consistency across all different subjects is weak.

According to the indicators based on the national tests performance, secondary schools are not strengthening ‘the most able pupils’, children from underprivileged backgrounds are doing better, particularly at primary, but still quite far behind other pupils and a general conclusion that without effective challenge, support and intervention, schools (particularly the underperforming) would not improve.

Regarding to free schools, is early to judge their performances and academies need more support, some are actually becoming isolated, which is not the goal behind their creation.

Currently, and according with the National Curriculum of England (the one planned to September 2016), every state-founded school must offer a curriculum broadly based on two main principles: 1) the Spiritual, Moral, Cultural, Mental and Physical development of pupils at the school and in society; and 2) prepare pupils in school for the opportunities, responsibilities and experiences of later life (2014: 5). Also, all of the State-founded school should follow the National Curriculum of England and teachers must encompass in their classes all guidelines for curriculum subjects. However, “schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education” (*ibid*). This means that public schools

have some freedom to incorporate other themes within the formal curriculum and school environment, but always in parallel with the specifications for the compulsory subjects.

Recently childcare and Early Years Education has been expanded in England. The Early Years Foundation Stage (EYFS) came into force in September 2008 and is a single regulatory and quality framework for the provision of learning, development and care for children in all registered early years settings between birth and the academic year in which they turn five; at that time children have the EYFS Profile (a statutory assessment). Since September 2010 all three to five year old children are entitled to fifteen hours of free nursery education for 38 weeks of the year. Early years education take place in a variety of settings within and outside State.

The current Education System is composed by four essential key-stages that organise the curriculum according to both the structure of the system and children's age and cognitive stages of life. They are: *Key-stage 1*, which represents the ages between five and seven; *Key-stage 2* (ages seven to eleven, being the end of primary school). *Key-stage 3* represents students between eleven and fourteen and *Key-stage 4* is from fourteen to sixteen years old students. Compulsory school ends with Key-stage 4 and has subject-based public examinations. In the end of all cycles there are specific examinations (official information from GOV. UK⁶⁶).

The core subjects at the Key-Stages 1 and 2, as well as from the Key-stage 3, are: English, Maths and Sciences; the foundation subjects are ICT, Design and Technology, History, Geography, Art and Design, Music and Physical Education. Religious Education encompasses a stronger understanding about Christian because Britain was founded parallel to the Christian, as so that it is the most significant religion in England, with around 72% of people identifying themselves as Christians. Parents can withdraw their children from Religious Education if they want to. Key-stage 4 comes under the same subject choices, but includes modern foreign languages and also Citizenship (only at this stage). "The Secretary of State for Education is required to publish programmes of study for each national curriculum subject, setting out the 'matters, skills and processes' to be taught at each key stage" (The National Curriculum in England, 2014: 6).

Primary stages covers children with ages between five and eleven years old, and its main goals are children achieving basic literacy and numeracy competences, as well as the establishment of the foundation of Sciences, Maths and other disciplines.

Secondary education receives children between eleven and eighteen years old, and encompasses different types of schools. Comprehensive Schools largely admit pupils without reference to ability or aptitude, but they coexist with the normative grammar schools; academies are publicly funded, independent from schools. These later benefit from greater freedoms, independence from

⁶⁶ Document available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/219167/v01-2012ukes.pdf.

local authorities control, the ability to set their own funding, conditions and staff, freedom around the delivery of curriculum and the chance to change the lengths of terms and school days. Academies were/are established by private and external sponsors; their programme was extended through the Academies Act 2010⁶⁷. All primary and secondary schools can apply to become an Academy (ibid).

In the following scheme it is possible to see the structure of the Education System:

Figure 2: British Education System

Child's Age	Curriculum Key-Stage	School Year	Schools			Testing
3	Key-Stage 1	Nursery	Nursery School			
4-5		Reception	Infant School	Primary School	First School	
5-6		1				
6-7		2				Key-Stage 1 SAT's
7-8	Key-Stage 2	3	Junior School			
8-9		4				
9-10		5			Middle School	
10-11		6				Key-Stage 2 SAT's
11-12	Key-Stage 3	7	Secondary School	Secondary School	Upper School <i>or</i> High School	
12-13		8				
13-14		9				Key-Stage 3 SAT's
14-15	Key-Stage 4	10				
15-16		11	GCSE's			
16-17	Sixth form	12	Sixth form College			AS level
17-18		13			A level	

Figure 2 – British Education System

According to the scheme above, it is possible to see that the England's education system is shaped according to a culture of exams. The *Standard Assessment Tests* (SAT's) are tests given at the

⁶⁷ Document available at: http://www.legislation.gov.uk/ukpga/2010/32/pdfs/ukpga_20100032_en.pdf.

end of the year 2, year 6 and year 9. In the year 2 (at the end of infants), each child is teacher assessed in *Reading*, *Writing* (including spelling and handwriting), *Maths* (including number, shape, space and measurement) and *Science*, in order to teacher judge the children's level of ability. The tests of the key-stage 2 are normally applied in the same model and are generally considered more stressful. Regarding to the tests of the year 6, they cover the three core subjects, English, Maths and Science. At the age of 14, students have tests to several disciplines, namely: English, Maths, Science, History, Geography, Modern Foreign Languages, Design and Technology, Information and Communication Technology (ICT), Art and Design, Music, Physical Education, Citizenship and Religious Education. According to children's performance in the SAT's correspondent to 7 years of Maths, Sciences and English, the levels influence in which GCSE children will be placed. The levels are stipulated across children's age. The information is shown in the following table:

Table 11: Levels of School Improvement

Level	Children' age
1	Average for a typical 5 year old
2	Average for a typical 7 year old
3	Average for a typical 9 year old
4	Average for a typical 11 year old
5	Average for a typical 13 year old
6	Average for a typical 14 year old
7	Above average for typical 14 year old
8	Only available for Maths
W	Working towards level 1, very weak.

Table 11 – Levels of school improvement according to children's age.

The *General Certificate of Education* (GCSE) determine which course students will follow after age sixteen. The A-levels achieved will consequently determinate which course students will follow at the university (Wolf, 2004: 316, 317). Either way, age sixteen marks a critical selection point, when students are steered toward very different options (ibid). The way that universities shape their entry' conditions has been influencing the way how schools direct their educational services. In this case, they have been highly conditioned to achieve *performance results* in score tests to evaluate students, particularly to obtain A-level grades in traditional academic subjects (ibid: 318). Today English children are one of the most tested in the world: they have external

examinations (developed by public bodies) at the ages of five, seven, eleven, fourteen, sixteen, seventeen and eighteen (sometimes in between as well) (ibid: 326).

There is a difference between *core subjects* and *foundation subjects* across all curriculum. Core subjects are, in British Education System, the common subjects to all key-stages of the national curriculum. They are English, Mathematics and Science. Regarding to foundation subjects, they represent also compulsory subjects, but some of them may not be verified in all key-stages of the National Curriculum. Currently, the only foundation disciplines that are also present in all key-stages are Computing and Physical Education. They are distributed in the following way across the 4 key-stages:

Table 12: Core and Foundation subjects across all 4 key-stages

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5 – 7	7 – 11	11 – 14	14 – 16
Year groups	1 – 2	3 – 6	7 – 9	10 – 11
Core subjects				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
Foundation subjects				
Art and design	✓	✓	✓	
Citizenship			✓	✓
Computing	✓	✓	✓	✓
Design and technology	✓	✓	✓	
Languages ⁴		✓	✓	
Geography	✓	✓	✓	
History	✓	✓	✓	
Music	✓	✓	✓	
Physical education	✓	✓	✓	✓

Table 12 – Core and Foundation subjects across all 4 key-stages of the National Curriculum of England.

The Arts (comprising Art and Design, Dance, Music, Drama and Media Arts), Design and Technology, the Humanities (comprising Geography and History) and Modern Foreign Language are not compulsory national curriculum subjects for students after the age of 14, but all pupils in maintained schools have a statutory entitlement to be able to study a subject in each of those four areas (The National Curriculum of England, 2014: 8). Nonetheless, schools must provide at least one course regarding to each of the mentioned areas, which means that schools might not be able to offer within the each areas all the options considered by the National Curriculum; the schools must also be able to provide courses in each of the mentioned areas, but according with the most

recent National Curriculum document, was not clear if all schools can offer all the entitled areas. Lastly, the National Curriculum document refers that a course that meets the entitlement requirements must give pupils the opportunity to obtain an approved qualification, which is also a bit confusing regarding to its effective application.

Regarding to the quality that should be addressed in schools, particularly to schools improve students' standards, teachers should set high expectations for every pupil. Teachers should promote plan lessons for pupils who have low levels of attainment or come from disadvantaged backgrounds. When the official National Curriculum claims for the need to teachers account students potential risk situations (pregnancy for example), are not considered global concerns as, for example, radicalisation. Also, identified individual needs considered matters of economic and social positions within society, not necessarily regarding to culture or beliefs for example. However, linguistic questions are considered regarding to pupils whose main language is not English. Regarding to the *personal, social, health and economic education* (PSHE), there is no indication about the need to tackle global matters within the national curriculum.

A good number of English schools are Church schools, but there is also Jewish and, most recently, Muslim (ibid: 317). These schools are entirely non-fee paying, but all students learn the same curriculum. The existence of religious schools within the state system is not a major controversy; in some cases, their reputation is quite good, particularly among parents (ibid: 318).

We particularly looked at Geography orientations within the national curriculum, because we considered that it might represent a larger global dimension under a citizenship scope. We found, as it was explicit, that Geography education *should inspire in pupils a curiosity and fascination about the world* (quoted). Is highly suggested that students develop contextual knowledge regarding to places' significance (territorial, human, of development etc), understand the physical processes that shape the world, the independence of world's features and spatial variations over time (Geography programmes of study, 2013: 1).

In key-stage 3 is mentioned that students should *consolidate and extend their knowledge of the world's major countries and their physical and human features*; pupils should develop competences in using geographical knowledge (physical, human, biological), know how to locate places in the world (reading of maps for example); it is also mentioned that *students should understand geographical similarities, differences and links between places through the study of human and physical geography* in a certain comparative way, understand different scales of geographical processes regarding to population or natural resources for example, how humans interact and influence environments and the climate and, lastly, students should know how to read surveys and maps, as well as what is called as Geographical Information Systems (GIS), to analyse, interpret and communicate data (Geography programmes of study, 2013: 3).

ii) *Global Education in England*

England is a country with an identifiable history of global education (Heater, 1989; Hicks 2003; Holden, 2000), emerging in the 1970s in response to the work of aid agencies and non-governmental organisations (NGOs) (Bourn and Brown, 2011: 6). The great impact of this area in the UK was made through fundraising activities by private entities, as an alternative plan to the dependency of the Government. Development Education has been increased in UK, mainly through people's engagement with issues of international poverty and development (Bourn & Brown, 2011; Bourn, 2015). Notwithstanding, it is absolutely crucial to establish not just a learning process or even taking action in an isolated way, but to reach an individual and collective sustained behaviour, based on information and knowledge about global affairs. Development Education is not just about get engaged with global processes but also with the local ones. Local communities are also responsible, through schools, INGOs or centres of research and consultancy, to explore the mentioned links between global and local, creating a new concept of raising-awareness and participation: the *glocal*.

Its practice has been developed mainly in school context and generally is led by and with the support of Development Education Centres (DECs), Non-governmental (Development) Organisations (NGO's) and enterprises or other kind of institutions that promote teacher training (Hunt, 2012: 10).

The field is composed by a wide range of individuals and organisations working for the integration of *global issues* and *global social justice values* into mainstream schooling (Marshall, 2005).

From the late 1990s, increased funding and endorsement has been made available through governmental channels, initially from the Department for International Development (DfID) and later by the Department for Education and Skills (DfES). With the time, GE contents have been indoctrinated into the national curriculum. The most recognised traditions related to Global Education within schools, in England, are related to *World Studies*, *Human Rights Education*, *North-South linking*, *Christian Global Education*, *Environmental and Sustainable Development*, *Anti-Racist Education* and Development Education as a whole. The major themes across all key-stages are: *citizenship*, *sustainable development*, *values and perceptions*, *interdependence*, *conflict resolution*, *human rights*, *diversity* and *social justice* (Marshall, 2005: 81).

According to McCollum, the *status* of GE in England in the 1990s had largely to do with the individual effort of practioners that worked with a minimal guidance and few resources. They have learnt by their own mistakes, improving their practice across time. The debates remained very superficial due the lack of discussion by that time (Bourn, 2015: 16), despite the efforts of the network of local *Development Education Centres* that, since the 1980s, joint forces and built the Development Education Association (DEA), nowadays known as Think Global.

There are important NGO's in England's context that work with development themes and have some work on *Education for Development*. The most well-known cases are: *Oxfam*, *Save the Children*, *Plan International*, and Christian-based development agencies (Bourn, 2015: 155). These sort of NGO's have been using educational systems to secure income in some cases and support their campaigns, using young advocates for social justice to participate in their activities, helping them to spread their message. They have a very important role in engaging the public with the Global South issues, such poverty or illiteracy. Notwithstanding, these organisations also have several materials freely available (online, in their institutional website) and they also provide teacher training, in some cases online.

Economic considerations aligned with political influence were the dominant drivers for the growth of subjects as Geography (Bourn, 2015: 9). During the nineteenth and the twentieth centuries, knowledge in Europe and North America about continents such Africa or other developing countries, was influenced by a view of some superiority of the west (Bourn, 2015: 9).

In formal education, Citizenship curriculum was explicitly introduced in 2002. However, still exists a range of weaknesses around its contents and particularly concerning to connect the theory with the practice (Bamber et al, 2013). There are some difficulties in fully disseminate this issues, especially when students and teachers are exposed to the need to have good results in the exams (Bentall & McGough, 2013).

Around 2007 were dominant the agendas on environmental issues, such climate change, which influenced the English School Curriculum Authority to produce new guidelines for schools to adapt their teaching and learning about global issues to these different agendas, under a cross-curricular approach. However, as is stated by Bourn, *these guidelines became sidelined in 2010 at the UK Coalition government began a process of promoting a more knowledge and subject based core curriculum* (2015: 23). At that time, the Global Dimension of the official curriculum was conceived as an integral part of the curriculum across all different subjects. This implicated a different action according to thematic and subject-based information, which we do not considered negative, if under specific and clear guidelines for teachers.

The Global Dimension connects us to the rest of the world (Qualifications and Curriculum Authority, 2007⁶⁸). Its objective is to engage learners with global issues and explore links between their own lives and the lives of others (people from other backgrounds, cultures etc). This Global Dimension is applied to both, developed and developing countries. Regarding to its inclusion in the curriculum, existed a common sense that curriculum should prepare students to live and work in a fast-moving, independent global society (ibid)⁶⁹.

⁶⁸ Document available at: http://clients.squareeye.net/uploads/global/documents/qcda_global_dimension_in_action.pdf.

⁶⁹ This premise was formulated under the document 'Every Child Matters' (2003). The document was a key-initiative for England and Wales, regarding to Children's services, considered a change in the 'families

It existed at the time a common sense about this Global Dimension, where learners were instigated to become engaged with global matters, critically think about them and make a personal (individual and/or collective) contribution to reach social change, even in a small-scale. The Global Dimension could be taught through several different ways, including their combination: a) whole-school development plans, policies and ethos; b) through common topics across different subjects and activities/projects with the support with more than a discipline; c) separate timetabled thematic days, activity weeks and events; d) a specific timetabled block, dedicated to global issues; e) activities integrated in the school' routines; and f) visits, realisation of assemblies, bringing experts to schools (ibid: 3).

At this time national reports included several narratives from primary and secondary children and young people. The discourses were relatively similar in the sense that the world is changing (reflection) and there is a need to know it better and act (take action/civic and political participation). There was a generalised consensus that is important to make the world a better place; one of the students' narratives stated "the problems in the world seem massive and scary. I want to make sense of them and why they are happening". At the school context, students admitted that they want to discover global issues and new things about them, by themselves. Some actually mentioned that they want to speak with 'real people' that 'actually suffer the issues' that students and teachers discuss in theory, as well as the places. According to some case-studies provided in 'The Global Dimension in Action: A curriculum planning guide for schools' report (2007), Ofsted stated, regarding this Global Dimension, that (generally) students develop sophisticated models of writing when discussing about global issues (by sending letters to politicians, for example); students develop their broader experiences when contacting with international (and European) exchanges; the Pupils' spiritual, moral, social and cultural development (SMSC) is considered in some schools as outstanding, because pupils develop wider competencies of understanding national differences and the way that global issues affect differently cultures and communities; also, all parents praised the strong links the school maintains with schools in other countries, because it gives a sense of the world and exchange that promotes pupil's development (Qualifications and Curriculum Authority, 2007: 5).

Global Dimension under the administration of the Labour party promoted what is called by the 'Global Dimension', across all subjects, in both primary and secondary levels. In the curriculum for secondary students, was proposed to explore the mentioned 'global dimension' across all curriculum subjects.

In the following table is possible to verify the several disciplines and the suggestions made in order to incorporate global contents within the formal curriculum, under eight key-concepts on

Global Education and Global Citizenship: 1) Global Citizenship; 2) Interdependence; 3) Social Justice; 4) Human Rights; 5) Conflict Resolution; 6) Diversity; 7) Sustainable Development; and 8) Values and Perceptions (Exploring Together. A global dimension to the secondary curriculum, 2009: 3). The central aims are to individuals become *successful learners, confident individuals and responsible citizens* (Exploring Together. A global dimension to the secondary curriculum, 2009).

Table 13: Global Dimension of the 2009 National Curriculum (Secondary Education)

Discipline	Contents
Art and Design	Discover the art from all the world, exploring the importance of ‘context’ and ‘culture’ in Art, Design and Craft and their role in changing mentalities and understand society; wider comprehension about different conventions, symbolic codes and meanings.
Citizenship	It can help people to make connections between the ‘local’ and the ‘global’. It also can help in act for change. For example by discussing democracy and justice, what is ‘right’ and ‘wrong’, interconnections between the country and its transnational allocations (Europe). The reflection about the ‘other’ and its visions and perspectives is highly important, even when discussing controversial issues.
Geography	Provide opportunities to young people create links between local and global issues and between global economic, environmental and social processes. It instigates the exploitation and critical thinking regarding global issues affecting people’s lives; it also explores the interdependence among places and sustainable global matters.
Mathematics	Students can apply it to global issues, referring to (e.g): population, consumption, poverty, access to certain resources etc. Mathematics equips pupils with powerful mechanism to describe, analyse and evaluate phenomena and matters, in order to change the world.
PSHE ⁷⁰	It includes economic wellbeing and financial capability, in order to achieve personal wellbeing. It provides opportunities for students reflect in their own identities and in the identities of others. It discusses complex ethical questions to challenge injustice, by considering matters of career, consumption, and personal choices. This area can inform consumers about their actions, fighting discrimination, challenging stereotypes and improving knowledge. It develops the sense of ‘good/positive actions’ and social improvements and changes in the world. For that, this area requires a wider understanding about economic and social phenomena around the world.
Design and Technology	The illumination of webs of global interconnectedness of peoples and environments. For example by looking at the contexts where certain products are used, as well as to have a sense of the wider world.
History	Through History, students can explore connections between their own country and other countries/the rest of the world. Reflect in how world

⁷⁰ **PSHE** – Personal, Social, Health and Economic Education.

	changes, and judge the diversity of experiences, beliefs and attitudes of human beings, presently and in the past.
Modern Foreign Languages	Learning a foreign language creates an opportunity to experience intercultural learning and gain a cultural sensitive to what is different. It allows students to use materials from different countries (without translation), which can instigate pupils to learn to appreciate different countries, cultures and communities. Language is also a mediator in the way that people see the world. In this sense, Modern Foreign Languages can help in recognising the world in different ways and recognise that peoples look at the world under a different language.
Physical Education	It includes the dimension of participation, democracy and cooperation through fairness. Students can also experience unknown sports from different cultures and/or different types of dance. Is also instigates students to use imaginative ways to express and communicate ideas and feelings.
English	To help in developing empathy for others, the capacity to appreciate different perspectives and be aware that language influences perception. Literature reflects the experiences of people from many (and different) countries and an ease in interpreting texts and understand the cultural, social, historical contexts where they were written.
ICT	Allows the sharing and appreciation of different perspectives through communication and collaboration with others cultures and countries. It brings the possibility to judge the moral, ethical, environmental, and social impacts of the use of ICT. Is very important students learn how to evaluate exchanged information (sources, its reliability and accuracy etc).
Music	Music enables peoples to understand different cultures and traditions, times and places; it explores calls for social change through music; it is positive to understand connections among the world and express particular responses to some issues, through music. It also helps in exploring new ideas and feelings, identify conventions and contextual influences in different traditions and styles.
Religious Education	It provides opportunities to young people discuss about social justice, controversial issues and what different religions and beliefs profess in comparison to others. In this particular case is important to examine what these beliefs also say about global issues such health, war, environment... and what they actually do about it. It also important to explore how different beliefs have been shaping human conduction through times.
Science	Provides opportunity to explore sustainable development, how scientific ideas contribute to technological change; also how scientific evidence can help in discussing global issues and their significance in different parts of the Globe. Examining the ethical and moral implications of using and applying science (and certain methods and techniques) is also important.

Table 13 – Global Dimension of the 2009 National Curriculum (Exploring Together. A global dimension to the secondary curriculum, 2009)

Currently, under the administration of the Conservative Coalition led by David Cameron, Citizenship Curriculum is applied in the key-stages 3 and 4, which corresponds to learners between 11 and 16 years old. Its main goal is to prepare pupils to play an active role in society, “(...) in particular, citizenship education should foster pupils’ keen awareness and understanding of democracy, government and how laws are made and upheld” (Citizenship Programmes of Study: key-stages 3 and 4, 2013).

The Citizenship Curriculum, as all national curriculum, has been changing. Citizenship curriculum was changed in 2010, 2013, and each academic year is receiving new indications for all curriculum; notwithstanding, Citizenship Curriculum was not subject of so many changes since 2013 until now. The 2013 programme established the need to students think critically about social issues, be well-equipped with the knowledge and skills to participate in an informed way, in society. In this sense, pupils should act as effective global citizens. Students must:

- Know how the UK is governed, its political system and its democratic system of governance;
- Develop knowledge about the role of law and the justice system;
- Develop an interest and further commitment in volunteering;
- Be equipped with the skills to think critically, to debate political questions and to daily manage their own money

(Citizenship programme of study: key-stages 3 and 4, 2013).

In the following table are outlined the main achievements that students in the key-stages 3 and 4 should achieve.

Table 14: Key-Stages 3 and 4 in the current Citizenship Curriculum

Key-Stage 3	Key-Stage 4
<p>Understanding of Democracy, the government and the rights and responsibilities of citizens; Pupils should be able to use their knowledge and skills to <i>interrogate evidence, debate and evaluate viewpoints, present arguments and take action</i>, by:</p> <ul style="list-style-type: none"> ○ Knowing the political system of the government of the UK, including the roles of citizens, the Parliament and the Monarchy; ○ The operation of Parliament (voting, elections and political parties); ○ The liberties enjoyed by citizens in the UK; 	<p>This stage should be based on the previous competences that key-stage 3 encompasses. In this phase students must be able to use a range of research strategies, evidence, in order to make substantive arguments to support their perspectives. They should be aware and experience different ways of participation. Pupils should be ‘taught’ (the document says) about:</p> <ul style="list-style-type: none"> ○ Parliamentary democracy, the key-elements of the constitution of the UK, the power of the government, the role of citizens and the different roles of the executive, legislature and judiciary powers;

<ul style="list-style-type: none"> ○ The rules, the laws and the justice system, including the role of polices and the operations of courts and tribunals; ○ The roles played by public institutions and voluntary groups in societies; ○ The functions and uses of money and managing risk. 	<ul style="list-style-type: none"> ○ The different electoral systems within and beyond the UK, actions that citizens can take in democratic and electoral processes locally, nationally and beyond; ○ The legal system in the UK, the different sources of law and how laws help solving problems; ○ Be aware about other democratic and non-democratic ways of government beyond the UK; ○ The local, regional and international governance and the UK's relation with the rest of Europe, the Commonwealth, the UN and the wider world; ○ Human Rights and International Law; ○ The mutual respect and understanding regarding to different cultures and ethnic identities in the UK; ○ The different ways in which citizens can actively participate in the community; ○ <i>Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent</i> are also important themes that students must be aware.
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Table 14 – Key-Stage 3 and 4 in Citizenship of the English Curriculum (National Curriculum, 2013; July 2014⁷¹; December 2014⁷²)

Since 2013 that Citizenship guidelines within the formal national curriculum maintained unchanged. As we could see, the Global Dimension of Education is present in the key-stage 4, under the reference of everything that is ‘beyond the UK’ and were named several organisations which the UK has relations with; we believe that those themes also should be taught within schools.

One of the main duties of British Government regarding Education is to provide pupils’ spiritual, moral, social and cultural (SMSC) development according to the section 78 of the Education Reform Act of 2002⁷³. In this sense, schools and teachers or other professionals that

⁷¹ Official National Curriculum for the Academic Year 2015/2016. Document available at: [file:///C:/Users/FC/Desktop/Tese%20Final%C3%ADssima/Master_final_national_curriculum_220714%20\(1\).pdf](file:///C:/Users/FC/Desktop/Tese%20Final%C3%ADssima/Master_final_national_curriculum_220714%20(1).pdf).

⁷² Official National Curriculum starting in September 2016. Document available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381344/Master_final_national_curriculum_28_Nov.pdf.

⁷³ Document available at: http://www.legislation.gov.uk/ukpga/2002/32/pdfs/ukpga_20020032_en.pdf.

deal with curriculum matters should be aware about strategies to apply the mentioned SMSC, with effectiveness and assuring quality. “Through ensuring pupils’ SMSC development, schools can also demonstrate they are actively promoting fundamental British values” according to the official document of *Promoting fundamental British values as part of SMSC in schools* (Departmental advice for maintained schools, 2014: 4). However, the mentioned document highlighted the importance to pupils be encouraged to respect and tolerate people from other faiths, races and culture (ibid). Schools should meet the requirements of the Education Reform Act by promoting democracy, the rule of law, individual liberty, mutual respect and tolerance (ibid: 5).

Also, the same documents says:

“It is expected that pupils should understand that **while different people may hold different views about what is ‘right’ and ‘wrong’, all people living in England are subject to its law.** The school’s ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law” (ibid).

Through the SMSC schools should:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- To students respect England’s law and distinguish what is ‘good’ and ‘wrong’, as well as to gain knowledge about England’s institutions;
- Encourage students to assume their own behaviour and that they can participate in their own school or society;
- Encourage tolerance and respect for different cultures;
- Instigate people to respect democracy a fully participate in society, respecting the laws of England.

Through the mentioned strategies, students should be aware about the *general organisation of the society*, know how to distinguish the *executive* and *judiciary powers*, have a clear understanding about their freedoms and how citizens can actively participate in their own society. With this, students should accommodate ways to fight discrimination, also by tolerating other faiths and cultures, knowing that the law also protects those people.

The activities must be held on schools and could incorporate the following initiatives: include parts of information in the relevant areas and contents, in the appropriated age of students and using materials suitable for their age-group, ensure that all students have a voice in the school that will be heard through the promotion of democratic processes, use opportunities as British elections to “(...) promote fundamental British Values” and use this opportunity to instigate reflection and to pupils have the chance to share different points of view. Is also important considering the inclusion of these themes in extra-curricular activities promoted by school.

Relatively to accountability measures, the official document about the SMSC development under Fundamental British Values, Ofsted must consider the SMSC development model when forming a judgement of a school. However, schools should refer to Ofsted’ documents (such its handbook and inspection framework) to know what inspectors look for in the assessment (ibid: 7).

6.2 Portugal

i) *Education in Portugal: a brief contextualisation*

Democracy was suspended in Portugal during almost half of a century, being ruled according to an authoritarian and *anticosmopolitan* paradigm of action (Mendes, 2007: 110). Its crescent multicultural shape began with the *decolinasation* process and the intensification of migration (ibid). The decade of the 1980s represented a period of transition in the Portuguese society and in State’s organisation and its role in the international scene, which coincided with its adherence to the European Economic Community (EEC).

During almost 48 years, the Portuguese Education System was highly oriented to the promotion of a National Pride (Correia, 1998), under a unified political, cultural and symbolic project of the national society (Nóvoa, 1992 *apud* Correia, 1998); Education was seen as a *donation* from the Head of Government at that time, António de Oliveira Salazar. The primary education was the level with main attendance from 1930 to 1974; the system was characterised by a high level of centralism and rigidity. Was given the less possible knowledge to students in both primary and secondary education and did not exist any investment in educating children and young people, neither to train their teachers. Having several students in schools was explicitly seen as a harmful school environment (Law no 13.619, 1927) and the professionalisation of the ones with more level of education was concentrated to the public service or to primary teaching (Correia, 1998). Moreover, infractions of discipline were highly punished, the behaviour code was quite severe and the system was shaped by the Catholic Church, by Salazar’s imposition (ibid).

In the academic year of 1964/1965 the compulsory education became six years (primary education maintained the four years more two additional years), however in 1966/1967, the additional two years became optional. The Education System was dual, segregating people in two sides, i) a regular academic and scientific path or ii) a vocational trajectory, which aim was to

professionalise students. In this sense, we can affirm that the dictatorial administration operated under a ‘naturalistic paradigm’, a concept of education shaped by social class and a political system that whose strategies were quite far from policies of social progress (Correia, 1998: 97). As qualifications increased, more decreased the percentage of attendance on the different levels of education. José Mariano Gago (1995), in Teodoro’s words (2001) declare that these results exhibit an ‘bimodal behavior, typical from the coexistence of populations that ‘know very well things’ and others that ‘know little things’ (...) a common behavior from ‘elitist education systems’ (Teodoro, 2001: 71).

In 1973 were made some changes in the system, namely: the assumption of the importance of preschool education, the expansion of the compulsory education system to eight years, the creation of unified secondary schools with curriculum diversity, but none of them was regulated by Democracy. With the campaigns for tackle illiteracy, some changes happened. In 1900, the rate of illiteracy was around 74.5% and in 1970 was in 20.5%, having decreasing until today (Correia, 1998).

Illiteracy was a major problem during the following years, as shows the following graphic:

Figure 3: Rate of school attendance in Portugal between 1981 and 2001

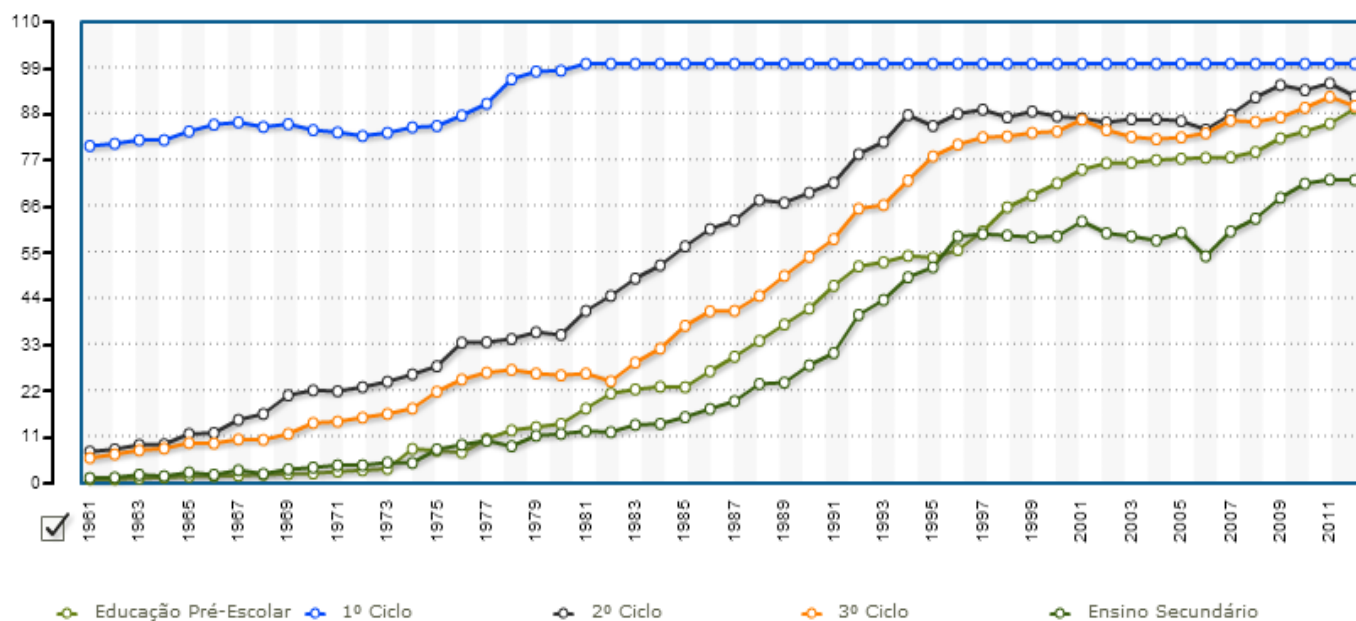


Figure 3: Rate of Schooling between 1981 and 2001⁷⁴ (source: PORDATA [DGE/EC/MEC; INE; PORDATA])⁷⁵.

⁷⁴ To understand the graphic (translation Portuguese-English): Green line: pre-primary; Blue line: primary education (until 10 years is considered the ‘1st cycle’ of education); Black line: Known by the 2nd cycle of education, includes children between 10 and 12/13 years old approximately; Orange line: known by the 3rd cycle, includes children between 12 and 15 years old and can be considered secondary education at the middle level; Dark Green line: the upper secondary education.

⁷⁵ Further information available on: <http://www.pordata.pt/Portugal/Taxa+real+de+escolarizacao-987> (Portuguese and English languages).

Between 1950 and 1970 Portugal started to be influenced by the OECD orientations regarding the adoption of education policies, in the themes of *school expansion*, *education planning* and *administrative modernisation*, and again, in 1980, at the elaboration of the Basic Law of the Education System⁷⁶, in order to participate in the exam about education policies (Correia, 1998; Mendes, 2007). Is also important to highlight the influence of UNESCO in the legitimization of the axis education-democracy-citizenship (Stoer & Araújo, 1991 *apud* Mendes, 2007).

The Basic Law of the Education System was the pillar of the curricula reform in 1989, due the necessity of reform the system to face the low levels of education, the high levels of early drop out and the high illiteracy rates (Mendes, 2007).

Was at 1980s and 90s that happened several political, cultural and economic changes, whose consequences are quite visible in the public education policies and reforms across society, that happened between 1985 and 1995 (Lima & Afonso, 2002:7;8). Is in this period that the possibility of redefinition of State's functions became more central, particularly due the expansion of the global economy and the continuous seeking for competitive advantages. In this context, Education reforms resurface as a new model of technology of social change, supposedly capable to promote the adaption of individuals to the new requirements from the global economic agenda, in order to respond to the challenges of the so called 'cognitive society', perceived as an inevitability (*ibid*).

Despite the progress, especially having in consideration the dictatorial governance between 1933 and 1974, which affected negatively the schooling of the population (Lemos, 2014: 3-5), was developed a very good work in terms of increase the Portuguese education qualifications, especially among those who would be the 'active population' (workforce population) as we saw with the graphic.

Presently, in general terms, Portugal is still very late in Education, especially when compared to other western countries and other OECD partners (Teodoro, 2001: 63). However, Portugal made a very positive work in education field, especially when compared to other western partners. As David Justino (2012) stated "we should be aware of the following fact: when we cross performance variable with social contextual variables, our results are very good"⁷⁷. Notwithstanding, Gomes and Duarte (2012) stated that we still have a very long path to make, if we want to have similar results to our counterparts: "In this way, to achieve, for example, the average of active population with secondary education in the European Union, Portugal needs 5 more decades, considering that this average would not be changed" (354).

Portugal has a 'centralised' educational system. The Minister of Education and Science is responsible for education and science policies and the Ministry "(...) for defining the curriculum, guidelines for national examinations prepared by an independent institute, teacher recruitment

⁷⁶ From the original (in Portuguese): Lei de Bases do Sistema Educativo (LBSE).

⁷⁷ Own translation, from Portuguese to English.

and deployment, and the budget at pre-primary, compulsory and higher education levels” (Education Policy Outlook Portugal, 2015: 14).

The funding of education system comes mainly from public sources (92.5% in 2011 compared to the OECD average of 83.9%); the share of private expenditure is 7.5%, less than the 16.1% average from OECD. The general Portugal’s investment in educational institutions is around 5,5% of GDP, below the OECD average of 6.1% (ibid: 15). Between 2000 and 2011 we can see an increase of 0.34 percentage points (also below the OCDE average increase of 0.7 points) and imposed budget cuts. Public schools receive funding directly from the State budget and private schools, that have a charter agreement, are partially funded by the Ministry. With the decentralised approach, municipalities are financing more costs due managing educational facilities, mainly meals and transports and eventual other extracurricular activities. Families pay additional activities and schools fees in non-compulsory education (higher education). The private sector funding depends of the settled agreements, but generally families pay the fees and extra educational costs of children in private schools.

The system includes pre-primary education and the compulsory education is 12 years of schooling, one of the longest period of studying inside the compulsory system across Europe.

System evaluation use national assessments (in the 4, 6 and 9 years) and also international student assessments (such PISA) to monitor the performance of the education system. School evaluation includes self-evaluation and external evaluation (every 4 years).

“OECD evidence shows that low education attainment of the workforce explains the substantial proportion of Portugal’s productivity gap, and that income inequalities are also linked to levels of educational attainment” (ibid: 8). Some political discussions include the importance of promote the learning of the ‘transversal skill for the 21st century’, instigating the State to invest in this particular area. In Portugal case, they have been doing an ideological investment in the ‘powerful disciplines’ and are preparing assessment resources to evaluate teachers.

In the following scheme we show the structure of the Portuguese education system:

Figure 4: Portuguese Education System

Child's Age	School Year	Cycle	Schools		Testing
Until 5			Pre-school		
6-7	1	1 st Cycle	Primary School	Basic Education	
7-8	2				
8-9	3				
9-10	4				National Exams
10-11	5	2 nd Cycle	High School		
11-12	6				National Exams
12-13	7	3 rd Cycle	High School and/or Secondary School		
13-14	8				
14-15	9				
15-16	10	Secondary Education	Secondary School	Secondary Education	
16-17	11				National Exams
17-18	12				National Exams

Figure 4 – Portuguese Education System

The current education system is organised by cycles, as we already mentioned, and the curricular structure of the disciplines is the following⁷⁸: in the first cycle (settled by the Law 176/2014 of December 12th) students in the 1st and 2nd year have the areas of Mathematics (minimum of 7 hours⁷⁹), Portuguese (minimum of 7 hours) and the Study of the Environment⁸⁰ (minimum of 3 hours), as well as physical and artistic areas of study (minimum of 3 hours). Catholic Religion is facultative (1 hour). Other time to study or a complementary curriculum offer by the school can be considered (should have a minimum of 1.5 hour). The total of hours of lectures should be between 22.5 and 25 hours, despite other eventual extra-curricular activities that students might have (between 5 and 7.5 hours). With the former Law 139/2012 of the July 5th, Project Area and/or Citizenship Education were considered and were cross-curriculum areas that should be articulated

⁷⁸ Based on the information available in the official website of the Directorate-General for Education: <http://www.dge.mec.pt/>.

⁷⁹ Weekly time.

⁸⁰ Original designation (in Portuguese): Estudo do Meio.

with the other disciplines, but are not verified in the most recent structure of the first cycle. For students in the 3rd and 4th years, the disciplines and times are maintained, but English is added (with a minimum of 2 hours) and decrease the number of hours for extra-curricular activities (between 3 and 5.5), being the total time between 24.5 and 27 hours.

In the second cycle, students have the following disciplines: Portuguese, English, History and Geography, Mathematics, Natural Sciences, Visual Education, Technological Education, Musical Education and Physical Education, as well as Religion Education and a specific time for support the study. Complementary areas might be provided by schools. Again the weekly time for Mathematics and Sciences is bigger than the other areas, but school also have the chance to select the specific times inside of a minimum and maximum limit of minutes per week. In the third cycle the disciplines are the same, but now are included another Foreign Language, Chemistry and ICT. History and Geography are separated and Visual Education does not integrate this cycle. The time for the called 'structural disciplines' (Portuguese and Mathematics) are, again, bigger than the others. Each discipline has specific curriculum goals⁸¹ that teachers should make sure that students will incorporate.

The upper secondary education includes areas of special studies which aim is to provide scientific knowledge to progress to university or to vocational courses where are taught specific technical skills. The scientific courses are in the areas of i) Sciences and Technologies, ii) Economic Sciences, iii) Languages and Humanities and iv) Arts. The students in these courses have specific disciplines according to the area. However, there are other options that students might want to follow if they are looking for a more vocational or professional path, in order to start to work after the end of the secondary studies. The majority of these courses have professional internships integrated in their curricula. All the options available do not prevent students to go to university; they just need to propose themselves as external students to the exams they want to do (even if they never had the disciplines), while students from the scientific courses are required to make the exams of the main disciplines of the course, because is part of their final evaluation.

The formal curriculum used to have areas as the 'Project Area' but it ended between the transition of the mandate of the Socialist Party in the Government and the new Government of a right-wing Coalition. Citizenship Education does not integrate the formal curriculum anymore as it used to. The main justification of this regards to the difficulty of teachers to know what to do with this areas because the guidelines and orientations were always quite abstract and small. The mentioned areas did not work because of that, and was not made any effort until now to revitalise the areas by explicitly incorporate them in the formal curriculum, as a compulsory dimension of learning with a defined time and space. In this sense, students across all the 12 years of

⁸¹ The concept, in Portuguese, is: Metas Curriculares.

compulsory education might not have any area where they can develop the skills and knowledge that we have been talking about regarding Global Education. As is possible to imagine, none global contents were or are explicitly included (when these areas existed). Students in Project Area might discussed or developed some projects with a global focus, but there is no indications, or even case-studies that can show us that students have worked with these global contents.

In the last years this education path was politically conducted by the current Government, the Coalition of the Social Democrats and the Democratic-Centre Party, a right-wing coalition as we mentioned. The Coalition formulated during its governance a proposal to what would be a Reform of the State. In the document is possible to look at several orientations to the education that the Government wants to achieve, namely: the reinforcement of the so called structural disciplines, the reinforcement of teachers authority in the school, the monitoring of results through a standard evaluation (exams), the liberalisation of education through possibility of school choice, a decentraliation of competencies and the creation of what they call ‘independent schools’. This reflects that the changes that have been occurring across the last years of governance have an ideological justification behind it. The non-inclusion of areas as Citizenship Education or even Global Education has to do with a position from the Government regarding to what is fundamental to students and what is not. Notwithstanding, there is no information that says that the Government is not interested on the area. Also, as we would see in the section below, there are some opportunities to Global Education within the formal curriculum, through the hand of the work of some education stakeholders, with the support from organisations under the State’s administration and/or public departments of the State.

ii) *Development Education in Portugal: a journey*

The history of Development Education in Portugal still has remnants from the Colonial wars that took place in Angola, Mozambique and Guinea Bissau, perpetuated for around thirteen years (CIDAC, 2006: 1⁸²). The past still has effects on people, and the exchanges and relations between the two parts (Portugal and the former colonies) still are divided by a mixed picture where the ‘national (political and economic) interests’ live with feelings and emotions that came from that time (ibid). These relations happen in a context where the former colonies 1) have a poor access to information in fundamental questions, normally brought by documentaries and the media; 2) a knowledge deficit in what concerns to global matters, that are only embedded in few disciplines as Geography and History and where most known themes are the environmental ones; 3) the presence of migrants that do not contribute positively to the feeling of internal security; and 4)

⁸² Document (in Portuguese) available at: <http://www.cidac.pt/files/3913/8512/4738/UmavisaodahistoriadaED.pdf>.

the fact that the policy of cooperation to development was inexistent for several years, until the year of 2005 when was approved a strategic document on the area (ibid).

The entrance of Portugal in the European Economic Community (EEC) in 1986 has motivated the emergence of the Portuguese Platform of Non-Governmental Organisations for Development (Development NGO's) in 1985 (Neves, 2013). The term 'Development Education' was generally unknown, what does not mean that it did not exist in practice.

CIDAC has defined two main historical phases to Development Education in Portugal: before and after the revolution of April 25th. In the last decade of the dictatorship were created some movements of students and/or connected with the Catholic Church, in order to inform and raise a critical awareness about what was happening in the colonial territories (Neves, 2013; CIDAC 2006). The goal was to create a critical consciousness and raise a will of action to achieve justice and peace. Some of these movements were illegal, others receive international (European) support, at the political and financial levels.

After 1974, the mobilisation of the Portuguese society led to a progressive process of decolonisation that took around eighteen months. Later happened two main processes regarding the sensibilisation of the Portuguese population regarding this issue: the first was a set of training initiatives whose aim was to educate people to intervene in the five recently independent counties; and the second was the raising of several solidarity movements whose aim was the fighting for an effective freedom in the former colonies.

Not only in Portugal was felt the historical dimension of international development; in this sense the concepts of 'development' and 'underdevelopment' started to be assumed as cause and consequence of each other, particularly due the already mentioned processes of *Colonialism* and *Globalisation*. The differentiation between what is called as Global North and Global South, particularly at the Portuguese context, gained significance (not only within DE) by that time as well.

As was mentioned before, the Platform of the Development NGO's was created in 1985 and until 2002 the work of NGO's was try to get funding for their projects of cooperation to development and Development Education, and also get involved in several European networks. In 2001 the Platform created its first Work-Group exclusively dedicated to DE.

The mentioned work-group allowed the realisation, in 2003, of the European Summer School of Development Education in Portugal, in partnership with the DEEEP, which was a very positive experience to the work and the people that work on DE in Portugal. In 2002 when the CIDAC joint the GENE, an international perspective regarding Global Education emerged through the exchanges with other international actors that work in this field (CIDAC, 2006: 4; ENED, 2009).

In 2005 two main events happened concerning Global Education. The former IPAD institutionalised a cofinancial line to DE projects for NGO's, and DE was recognised formally in the Cooperation Policy of the Portuguese State. Later in 2009 was established a partnership

between the Portuguese Platform of Development NGO's and the Ministry of Education, working together about the curricular development of DE. By that time was produced the document 'United Nations Decade for Education for Sustainable Development: contributions to Portugal'⁸³. The mentioned document emphasis 'schools' and 'city halls' as the priority areas for intervention regarding to the achievement of information about Sustainable Development issues (UNESCO Portugal, 2006: 4).

In the finals of the 90s, DE was recognised as one of the areas of intervention of Development ONG's, under the Law 66/98 of October 18th, but is important to mention that the involvement of the State during this period was quite small.

Development Education – at least from a Portuguese perspective – was born through the convergence of theoretical perspectives focused on fighting against structured inequalities of power and richness at the planetary scale (ENED, 2009: 16). Its roots are based on important changes regarding both *Education* and *Development*. In the first was affirmed the links between formal and non-formal education and the raising of participatory methodologies. The second passed from a perspective that assumed that poor people must achieve the quality of life of the rich people, to a perspective that promotes social and economic balance and cohesion across society, under a principle of dignity and sustainability (ENED, 2009).

Since the 70s that were defined several themes within DE, promoted by civil society organisations in Portugal. A few example are: *Fair Trade, Responsible Consumption, Migrations and Development, Gender, Decentralised Cooperation, Information and Development*, the MDG etc.

Recently, as the strategy points out, Portugal has been adapting its work on DE according to international trends, the growing interconnectedness with different 'education for...', namely Education for Global Citizenship (ENED, 2009: 13).

Currently the National Strategy for Development Education in Portugal⁸⁴ is one of the central key-elements of Development Education implementation in Portugal; it also operates within schools, despite its possible inclusion in non-formal and informal education settings.

The ENED (acronym in Portuguese to the national strategy) was produced by the former IPAD⁸⁵ and encompasses the years between 2010 and 2015, and near in the future it will be revised. The Strategy is assumed as the following of several international commitments from the *Council of Europe, the European Union* and the *Development Co-operation Directorate of the OECD*. Is

⁸³ From the original (in Portuguese): "Década das Nações Unidas da Educação para o Desenvolvimento Sustentável: contributos para a sua dinamização em Portuga. Document (in Portuguese) available at: http://dne.cnedu.pt/dmdocuments/D%C3%A9cada_Na%C3%A7%C3%B5es_Unidas_-_Educ_para_Desenv_Sustent%C3%A1vel_Maio_2006.pdf.

⁸⁴ Document available at: <http://www.plataformaongd.pt/contudos/File/Grupo%20ED/Ened-final.pdf>.

⁸⁵ Instituto Português de Apoio ao Desenvolvimento (Portuguese Institute to Development Support), currently integrating the Camões Institute.

referred within the document of the strategy that is important to have a political framework to Development Education, under an environment of opened dialogue between civil society and public institutions, in order to establish partnerships since the first moment of contact. That's why, later in the document, are referred the five levels of international influence in the ENED strategy. They are:

- At the level of the United Nations: in 1974 the UN promoted the *Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms* that would be the political and conceptual framework for what we call as Development Education. For the first time, member-states secured an education for all as a way to promote justice, freedom, human rights and peace; Education was legitimated as a tool to fight against discrimination, exclusion and neocolonialism and should be guided under the principle of international solidarity. In 2000 was approved the Millennium Declaration, where DE found a place and in 2002 was approved the *United Nations Decade for Education for Sustainable Development*.
- At the European level, under the influence of both the Council of Europe and the European Union itself:
 - Regarding to the Council of Europe: among other initiatives was important for the ENED mentioning the *Maastricht Declaration* (2002) that pointed out the importance of Global Education within Education processes, through the implementation of national plans. The CoE also has been undertaking an important role in put the *Education for Democratic Citizenship* a priority area in state education policies.
 - The European Union is pioneer in the operationalisation of the recognition and support of DE, since 1979 promoting the co-funding line for Development NGO's and later to other organisations. The recognition of DE inside of the European Union is growing in the last decade; we highlight the incentive from the EU to countries develop national strategies to DE. According to the strategy, the Portuguese Government seeks to follow several European initiatives, some of them already reported in the Chapter 3 regarding to the International Influences of DE.
- The Development Co-operation Directorate of the OECD, through the realisation of studies regarding DE policies and practices across Europe.
- The Global Education Network Europe (GENE) as an European Network for Global Education that gathers several Ministries representatives, and other national agencies and organisations responsible for the support, funding and elaboration of policies in the field of Global Education/Development Education (quoting). GENE has accompanied several construction processes of national strategies on GE.

- The European Civil Society level: since 1979 through the CLONG (committee for NGO's) and, from 2003 beyond, the CONCORD⁸⁶, the European Civil Society, namely through Development NGO's have played an important role in DE promotion at the European level, in some cases through specific projects as the DEEEP⁸⁷ or the DARE Forum.

Regarding to ways of intervention, the ENED (2009: 28-29) encompasses the following levels of action:

- *Sensibilisation* – is considered as the first step of DE actions. It aims to inform and raising awareness concerning to injustice, inequity and the lack of solidarity worldwide. The objective is alert to alternatives of action, fairer, equitable and solidary under an informed reflection.
- *Pedagogical Intervention* – It implies to know, reflect and problematise issues built under the interdependence ties between the Global North and Global South. In this sense, practices must account the cause of social transformation through Education.
- *Political Influence* – Is addressed to every person that has power of decision (political, economic etc) at all levels of decision-making (local, national, transnational). Policy has a greater power in generating public effectiveness through specific matters. That's why is so important reach those involved in policy-making, in order to disseminate DE. Moreover, research should be attached to this process, to guarantee scientific support and credibility.

The strategy is clear when it mentions that was/is a very challenge for Portugal to have a National Strategy in the field of Development Education, particularly because society is facing a process of deterritorialiation of citizenship in a context of globalisation. As was explored in the theoretical framework regarding the development of a Cosmopolitan Citizenship, the ENED also explores the idea that citizenship and, in a certain way, identity, are larger than what national borders define.

This strategy aims to allow the access to Development Education because it is recognised as a commitment that all people should embrace to respond to inequalities and injustices across the

⁸⁶ The CONCORD is the *European Confederation of Development and Relief NGOs*. It promotes the Development Awareness Raising and Education Forum (DARE Forum). The DARE Forum works around issues of Global Education and Active Citizenship and, among others, aims to increase "(...) the European public's critical knowledge and understanding of the causes of global poverty, inequity and global interdependence" through the development of DE policies and practices at all the EU levels. It also aims to instigate educators to deliver Education for Sustainable Development.

⁸⁷ The DEEEP project was initiated by the DARE Forum of CONCORD and is founded by the European Union. It states that "(...) development education is a key tool in gaining a critical understanding of the world around us and in creating an active global civil society", through a multiple stakeholder partnership, including NGOs, educators, citizens, state and research institutes. More information at: <http://deEEP.org/>.

globe. In this sense, the strategy highlighted as main aims: 1) the need to develop mechanisms that allow citizens to incorporate Development Education practices and contents; 2) the integration of Southern perspectives regarding to DE; 3) a clear coherence between methods and contents in DE; and) the integration of frameworks of evaluation of execution and impact, overcoming the deficit of evaluation in DE initiatives in Portugal (ENED, 2009: 5).

The strategy came from a particular context, in this case Portugal, which means that its process of planning and implementation includes the own specificities of DE in the context and the attributes of the systems where DE can be integrated. This strategy aims to reach the biggest number of citizens possible and should be applied in order to achieve social transformation and the deepening of Global Citizenship, under principles of solidarity and cooperation. Particularly thinking about the formal education system, it is stated that, for this matter, Citizenship has been undertaking a positive role. One of its main objective is the *promotion and consolidation of DE in the formal education system in all levels of education*. In order to achieve that, the following measures should be taken (ENED, 2009: 40):

1. Integration of a Global Dimension in initial and continuous teacher training;
2. Elaboration of pedagogical materials to support DE initiatives and actions;
3. Promotion of collaborative work between schools and public and private entities that promote DE;
4. Promotion of DE initiatives and projects from Academia through its connection with partners from the North and South;
5. Creation of conditions to affirm this dimension within schools.

In 2010 (to 2015) was developed an action plan called the Action Plan for the Portuguese National Strategy of Development Education⁸⁸, whose main focus was the consignment of several activities according to general and specific objectives to achieve regarding to the ENED and, broadly, to Development Education in Portugal. The following table presents the general and specific goals of the ENED Action Plan.

⁸⁸ Document available at: http://d3f5055r2rwsy1.cloudfront.net/images/cooperacao/plano_accao_ened.pdf

Table 15: General and specific goals of the ENED Action Plan (2010-2015)

General Objective(s)	Specific Goals
1st GO: The promotion of Global Citizenship through learning about development issues, in order to achieve social transformation	<ul style="list-style-type: none"> (1) The promotion of institutional capacity from civil society organisations and other public entities to create dynamics and mechanisms of institutional cooperation; (2) Creation of spaces and conditions to an effective conceptual and methodological discussing about DE; (3) The availability of relevant information and pedagogical methods to support DE; (4) The creation of opportunities of research to improve the capacity of DE actors; (5) Develop of regular structures to discuss and reflect about DE; (6) Implementation of consultation mechanisms in the design and evaluation of DE methods; and (7) An enlargement and reinforcement of relationships with national and international entities on DE themes.
2nd GO: The promotion of Development Education within formal education	<ul style="list-style-type: none"> (1) Include DE themes in initial teacher training; (2) Elaboration of materials for teachers and other actors to support DE initiatives; (3) Collaboration between schools and public and private organisations that work with Development Education; (4) Development of continuous teacher training and bring school leaders to the DE cause; (5) Promotion of research within Academia, under partnerships with international organisations from the North and from the South; and (6) Creation of conditions of legitimacy within schools with organisations for citizenship that include the ‘development’ dimension.
3rd GO: The promotion of DE in non-formal education, with the participation of several organisations from the civil society	<ul style="list-style-type: none"> (1) The recognition of civil society organisations as important actors in promoting DE in non-formal contexts; (2) The creation of conditions to secure the quality of DE processes within non-formal settings; (3) The promotion of training for agents that develop DE activities; (4) The promotion and elaboration of DE materials; and (5) The exchange of experiences and information regarding to DE applied in non-formal settings, between national and international practioners.
4th GO: The promotion of raising awareness activities and initiatives of political influence among actors	<ul style="list-style-type: none"> (1) The promotion of raising awareness initiatives that include common reflection and sharing concerning to DE practices; (2) The promotion of raising awareness sessions in order to emancipate DE actors’ capacity; (3) Promotion of raising awareness initiatives in articulation with the media; (4) Participation in international raising-awareness sessions, in order to enlarge DE’s impact;

	(5) Promotion of political influence that integrates a common reflection and exchange of information; (6) Promotion of political influence that, consequently, will arise DE actors' capacity regarding to cooperating among them; (7) Consolidation of political influence in articulation with the media; (8) Promotion of political influence through participation in international actions that allow the enlargement of DE's impact.
5th GO: Activities for DE stimulation	1. "Jornadas de ED" ⁸⁹ 2. "Fórum Anual de ED" ⁹⁰
6th GO: Planning, Monitoring and Evaluation of the ENED strategy	1. ENED Planning 2. Monitoring 3. Evaluation (interim + final).

Table 15 – General and specific goals of the ENED Action Plan (2010-2015)

Were conducted three evaluations to the ENED's plan since 2010 (2010-2011; 2012; and 2013) that showed a growing positive picture regarding DE's implementation across society. Regarding to its objective 2 (DE applied in formal education), the 2013 evaluation report said that is still maintained a greater coverage of the measure regarding the preparation and divulgation of pedagogic materials and orientation; the collaborative work between education institutions and other public measures from the civil society raised. The DE's integration within initial teacher-training also increased from the previous years, which had to do with the raise of ESE's involvement in ENED activities. Studies on DE from universities also increased, but in a small-scale. What decreased were the projects on DE. The levels of continuous teacher training remain the same, as well as the creation of conditions within schools to include the 'development' dimension in the area of Citizenship Education (ENED Monitoring Report, 2013⁹¹).

Development Education in Portugal is highly connected with the Cooperation strategies developed by the Camões Institute. According with the recent document 'the Strategic Concept of the Portuguese Cooperation 2014-2020'⁹², there is a need to reflect and act in an interdependent world. The Portuguese Cooperation, as a measure of Foreign Policy, includes the following strategic pillars: 1) the European integration; 2), the transatlantic relationship and the Lusophone space (2014: 11). Cooperation, having in consideration the vision of the Portuguese Cooperation team, should include, as main goals, the *Eradication of Poverty* and a *Sustainable Development*.

⁸⁹ Annual activity about Development Education in Portugal, with the participation of several civil society organisations.

⁹⁰ Annual Forum of Development Education (DE).

⁹¹ Document (in Portuguese) available at: http://www.cidac.pt/files/3714/2314/7196/Relatrio_de_Acompanhamento_ENED2013.pdf.

⁹² Document available at: http://www.observatoriodacplp.org/uploads/2/7/2/1/27218001/estrat%C3%A9gia_da_coopera%C3%A7%C3%A3o_portuguesa_2014-2020.pdf.

In order to achieve the mentioned goals, would be important develop matters of a) Governance, Human Rights and the Rule of Law; b) Human development and global goods; c) Institutional capacity, connection with Peace and security and development of ‘weak states’; and d) the sectors of Education and Science, Health, Environment, Energy, Rural development, the Sea, the Private Sector, Protection, Social Inclusion and Employment (ibid: 16-25). Development Education has as major role, the creation of a ‘platform of understanding’ that aims to clarify and support public opinion’ perspectives regarding to the Portuguese Cooperation.

The actions in this area should be under a long-term perspective and should aim the promotion of Global Citizenship through processes of raising awareness among the Portuguese society, regarding questions of *development*, in a context of *raising interdependence*, being the ‘action’ oriented to *Social Transformation*. Some of the specific themes pointed out by the document regarding the Portuguese Cooperation Strategy are: the *MDG’s*, *coherent policies for development*, *Fair Trade*, *a Responsible Consumption*, the *Solidary Economy* and *Social Justice*, among others (ibid: 25).

By considering the Portuguese (and global) contexts, the action of the Portuguese Cooperation is materialised in three main pillars: execution and monitoring of the Portuguese Strategy for Development Education; a funding line for NGO’s in matters of DE and, an effective participation in European and International forums, in order to exchange practices and experiences and building common strategies (ibid).

According to the Global Education Network Europe (GENE), one of the major advisory groups in Education Policy in Europe, Portugal has an excellent National Strategy for Development Education (GENE National Report Portugal, 2014: 9), which could be seen as a very surprising fact due the serious ongoing economic and social crisis and the cuts in public spending (ibid: 23). One of the most affected areas was, as expected in this kind of ‘glocal’ crisis, education. The 2013 Development Cooperation budget within Camões had approximately EU 21 million in its budget, which is slightly below the European average (0.27% and 0.34% respectively).

Portugal is making an effort to make some progresses in developing a new strategy for Cooperation to Development, particularly under DE issues. This change in the national strategy came from the need of strategic concentration, in order to reduce aid fragmentation, the international landscape – with focus on the post-2015 agenda – that is coming up from intergovernmental organisations, but also to reduce national spending (as required from Troika) and change the model of partnerships in education (GENE, National Report Portugal, 2014: 33).

A very positive conclusion came from the remarkable support across all political parties with representation in the Portuguese Parliament. From a couple of meetings with some representatives from diverse parliamentary groups and committees, the Peer Review team from GENE noted a strong commitment to the ‘Development Education’ and ‘Global Education’ causes, where the

representatives showed initiative in gathering more knowledge and pursuing further initiatives in this area (GENE national report Portugal, 2014: 36).

Global education contents are not yet into the national curriculum. The majority of initiatives came from Camões Institute and also from CIDAC, but generally are led by NGO's or other institutions that promote activities with children and young people in this sort of themes. The majority occur in the classroom, but there is no specific national guidelines for this. Only a generalised consensus about its importance, particularly at the macro and political level.

Recently the DGE has been promoting the guidelines for Citizenship Education, in order to include, hopefully in the academic year 2014/2015, the defined dimensions of Citizenship Education across the formal curriculum, from early years of school until secondary education (for other words, during all compulsory education), according to the principles defined in the law n.º 139/2012⁹³. The official document⁹⁴ made available until now about the thematic referential that have/has been prepared include the following areas for further development: Road Safety Education, Development Education, Gender Equality Education, Human Rights Education, Financial Education, Education for Safety and National Defense, the promotion of volunteering, Environmental Education/Education for Sustainable Development, the European Dimension of Education, Education for Media, Education for Health and Sexuality, Entrepreneurship Education, Consumer Education and Intercultural Education⁹⁵.

The given orientations/guidelines advocate that citizenship is a participatory process that should include both individual and collective dimensions. The decision of action needs to be preceded by an awareness position according to society transformations, having in consideration the main values of equality, democracy and social justice (2013: 1).

Regarding to the education process, "(...) Citizenship Education should aim to contribute to the formation of more responsible, autonomous, solidarity people, that know and exercise their rights and duties in dialogue and respecting others, with a democratic, pluralistic, critical and creative spirit"⁹⁶. In this case, school is thought as the place where society concerns are reflected and can be discussed through learning processes.

⁹³ Decreto-Lei n.º 139/2012, of the July 5th, available at: http://www.dge.mec.pt/sites/default/files/Legislacao/dl_139_2012.pdf.

⁹⁴ Document available at: http://www.dge.mec.pt/sites/default/files/ECidadania/educacao_para_cidadania_linhas_orientadoras_nov_2013.pdf.

⁹⁵ From the original (in Portuguese): Respectively: Educação Rodoviária, Educação para o Desenvolvimento, Educação para a Igualdade de Género, Educação para os Direitos Humanos, Educação Financeira, Educação para a Segurança e Defesa Nacional, a promoção do Voluntariado, Educação Ambiental/Desenvolvimento Sustentável, a Dimensão Europeia da Educação, a Educação para os Media, Educação para a Saúde e Sexualidade, Educação para o Empreendedorismo, Educação do Consumidor e Educação Intercultural.

⁹⁶ From the original (in Portuguese): "Enquanto processo educativo, a educação para a cidadania visa contribuir para a formação de pessoas responsáveis, autónomas, solidárias, que conhecem e exercem os seus direitos e deveres em diálogo e no respeito pelos outros, com espírito democrático, pluralista, crítico e criativo".

According to the mentioned document, the methodology of inclusion of the dimensions of Citizenship Education should be applied transversally in the formal curriculum (ibid: 1). Schools should put it into practice according to the needs of their specific communities or school needs; schools are free to choose if they want to incorporate the mentioned citizenship dimensions in a specific discipline in the 2nd and 3rd education cycles.

The principal thematic where global issues can have some space, according with the referential for Citizenship Education (2014), are:

- Development Education, that aims to raise awareness about local and global development issues in a context of globalisation and interdependence, in order to every person contribute to a sustainable and develop world' environment;
- Human Rights Education, which main goal is the promotion of knowledge about fundamental freedoms of all people; also has some relations with Education for Democratic Citizenship;
- Environmental Education/Sustainable Development which main purpose is the promotion of an environmental consciousness, values and attitudes that prepare students to the current issues that society faces;
- Intercultural Education, in order to promote the recognition and appreciation of difference, based on the premise of respect, creating a sense of common belonging to humanity.

7. Conclusions from the interviews⁹⁷

7.1 Education stakeholders from England: their contribution regarding Global Education

i) *Think Global*

Think Global has been working on the area since 1983, under the name of Development Education Association (DEA). The DEA was a membership body, promoting policies, lobbying and advocacy, trying to reach governments, spreading best practices through its research on Development Education. The organisation is now broader and also includes individual educators as members (around 10 000 educators alongside with organisations).

Think Global works closely with schools, with teachers, has an website called ‘the Global Dimension’⁹⁸, which is a sort of resources bank regarding Global Education for teachers, in order to encourage them to talk to each other, to share values, ideas, their individual blogs etc..., which hopefully will lead them to better strategies and practices to engage their students with global issues. There is also some work in helping teachers to identify and to run global education resources and this organisation also does evaluation.

Think Global is working with several organisations to produce global resources (with different languages) to teachers around the world, working with the *Sustainable Development Goals*, also through the website. Other projects are related with *Fair Trade* under a Global Learning perspective. Think Global is also involved in teacher training in a six week course, most of which they do online for people that has difficulty in attend events or are from remote areas.

Its biggest project currently is the Global Learning Programme, as part of the consortium helping to deliver Global Learning in the target of 50% of schools in the UK.

ii) *Oxfam*

Oxfam has been working with schools for more than 50 years in the area of Global Citizenship; it has a certain leadership role, a ‘reputation in the sector’. The work with schools on Global Education started to be promoted around the 1990s in particular, but in 1997 Oxfam knew that there will be a new Citizenship curriculum, so was produced a Curriculum for Global Citizenship, which despite the different changes on policy of education, still exists and is used until today. Oxfam’s work has been focused on influencing critical thinking in Global Education spectrum; there is also a website where teachers and others educationalists can download free contents on Global Education and the resources might be produced and adapted for several disciplines. Oxfam

⁹⁷ More detailed data regarding the interviews is available in the appendix number 7.

⁹⁸ Website: <http://globaldimension.org.uk/>.

also does professional development for teachers and teacher training across England, running several CPD courses that schools pay for (which is positive because generates income). Oxfam also has a role in the GLP programme.

Currently are being produced materials to adapt to the so called 'core subjects' such as Mathematics and English, particularly due the recent changes on England's curriculum, with the governance of this recently re-elected Coalition. Nevertheless the disciplines more common in tackling global issues still are *Geography* and *Citizenship*.

A big challenge for the organisation – which also was considered by the interviewee – is to know what specifically happens with the available resources on the website. They are downloaded and used, but probably they are used under very different methods and strategies; the interviewee reflected that would be positive to know how teachers and other educators adopt these materials. Also, access students' responses is very difficult as well.

The current strategy to approach schools has been trying to appeal to school individual leaders, in order to get them involved in this area, particularly because individual power raised in recent times in school management, and all the structure that Oxfam used to work in the past started to collapse. Another Oxfam's Flag is a *Youth Ambassadors Programme*, mainly oriented for secondary schools, in order to have Oxfam ambassadors connected with and advocating for global issues, in order to raise their voice, participation levels and their leadership potential in order to they try to capture other individuals' attention from the Education Community, as their own parents.

iii) Pearson

Regarding to Global Education, Pearson has been involved in the Global Learning Programme, a five year programme, trying to work with 50% of schools, in England to provide an engagement pathway for schools to encounter a certain time to the programme of global learning, understanding global learning, thinking about images and perspectives of the world, globalisation, poverty and development. However, schools can choose the areas they would like to look at within this framework. Are the expert centres that normally recruit schools and some have been quite successful in doing so, achieving around twenty schools. Other have been struggling, they only reach around five... One of the challenges has been how they can secure a wider network, especially with the arising of Academies. They still respond to the national government, but they are independent. The interviewee mentioned that has been challenging recruit Academies (which they also tried/are trying).

The resources can be adapted; the GLP team aims to motivate teachers to produce and adapt materials, search in the available platforms about the Global Dimension, even in local Development Education Centres, and share activities in very different curricular areas. Majority of the times specialists of Geography in secondary schools might use more often these resources.

The scale of this project is quite pioneer, because is a national programme in entire England; previous initiatives included projects as ‘enabling effective support’, which is a region-base project in the North. There are other initiatives but the scale is totally different, very small.

iv) Expert from the UCL Institute of Education

Was interviewed a researcher from the UCL Institute of Education in Global Education themes, quite known in England and across Europe. The expert has been working in this area for more than 20 years years, through conducting projects and studies in the UK and to the European Union.

7.2 Education stakeholders from Portugal: their contribution regarding Global Education

i) The Camões Institute

In terms of Development Education the *Camões* institute works in three main lines of priority action: support for projects, the institute has a funding call for NGO’s, schools or other organisations; implementation and the leading of the monitoring committee of the national strategy on Development Education and its evaluation. The third line of action is the exchange of practices with other countries, under an interconnection established by the GENE, as well as other platforms and organisations as the OECD, the North-South Centre and the *European Multi-Stakeholder Group on Development Education*.

The institute does not work directly with schools, but works instead with NGO’s or other organisations to work with schools.

ii) The CIDAC

CIDAC has been promoting Development Education since May 1974. The centre started to work in DE under the intent of inform and educate people through discussion, about the former Portuguese colonies (not former at the time), by raising awareness about the anticolonial fight and the right to independence, but without calling it Global Citizenship. This happened because the work group that originated the current *CIDAC* worked in Human Rights at the colonies before explicitly join the DE cause. As the interviewee said, “we had a long time making Development Education without have used that terminology”⁹⁹. In 1986, when Portugal joint the European Economic Community (EEC), the *CIDAC* had its first project approved in Portugal, on a DE theme and started to use the term ‘Development Education’ explicitly.

⁹⁹ From the original (in portuguese): “(...) tivemos todo um tempo em que fizemos Educação para o Desenvolvimento sem usarmos essa terminologia”.

From the 80's, CIDAC started to work with teachers, which reallocate us in the role of DE in the formal education system in Portugal, the major goal of this paper. During a couple of years the CIDAC worked in DE themes in the school context, through projects approved by the EEC. However, according to the interviewee, during the following years the CIDAC's team get a bit 'tired' of this sort of model because their feedback was that teachers wanted "recipes". CIDAC's team concluded that teachers aimed prepared materials and tools, something that they could apply in their own context without making a real effort to contextualise the materials according to the students they had.

CIDAC got back to work on DE with schools in the academic year 2006/2007 in an international project with more three European countries. The challenge was think about what Global Citizenship means and how they could put it in practice, particularly within formal education. More or less at the same time CIDAC started to integrate the GENE. After that CIDAC mobilised the current Camões Institute to join the GENE meetings. According with the interviewee "they started to participate, get excited about Development Education and that generated the opportunity to launch together, in Portugal, the Portuguese National Strategy for Development Education"¹⁰⁰. According to the interviewee, a group of people and organisations interested in DE started to discuss the possibility of create the mentioned strategy in 2008, the strategy was approved by the Ministry of Education and the Ministry of Foreign Affairs in 2009 and the plan of action of the strategy was approved and subscribed in 2010 by fourteen organisations; one of the objectives of the strategy was/is the intervention in the formal education system.

In 2007 CIDAC started to work informally with the Gonçalo da Silveira Foundation on DE themes and since that time they have been working together.

iii) The Gonçalo da Silveira Foundation (GSF)

The Gonçalo da Silveira Foundation (GSF) works on DE since around 2006, and started with an educational campaign within the formal education system, about the Millennium Development Goals (MDG's). The campaign operated until 2009, when the interviewee and the GSF's team started to work with nine schools on the project, ending with thirteen.

The interviewee considers that was at that time that the foundation started to learn about Development Education and know how to apply it at the school level. Around the academic year 2007/2008 the foundation started to led the *Global Campaign for Education*, an international initiative that was conducted in Portugal by the Foundation, focused on the promotion of DE contents at the school context. The campaign reached a couple of outputs, as the elaboration of a

¹⁰⁰ From the original (in portuguese): "começaram a participa, entusiasmaram-se também com a Educação para o Desenvolvimento e isso gerou uma oportunidade de lançarmos aqui em Portugal, em conjunto, a elaboração da Estratégia Nacional de Educação para o Desenvolvimento".

Manifest to deliver at the Republic Assembly and also a meeting with a couple of students from some schools and deputies, alongside with a continuous work with schools in raising awareness.

In 2011 the Foundation has decided that they should orientate its strategy on working with teachers and educators because, as a small organisation, the GSF did not have enough resources and capacity to access European funding for projects and the funding line at the national level is also quite small, which turns the access of funding quite limited. In the other hand, the organisation was convinced that teachers and educators are “potential multipliers” of knowledge and the actors pedagogically more capable to find strategies and solutions to work with their own students. In this sense, the GSF’s members could operate as ‘facilitators’ of this process, working with teachers at the levels of training and capacity building, sharing reflections and helping in the production of DE materials. Later, the Foundation started to work with the CIDAC in an informal group.

One of its major goals, having in consideration what they interpret as Development Education, is not only reach indicators of development and raising awareness, but also do it under the “right way”. By “right way”, the interviewee means a participatory and collaborative process, where teachers feel part of the project/group, not only as audience. With time, the Foundation contributed to the process of building a larger network of teachers and educators that was finalised around October 2013 and nowadays is known by the “Education Network for Global Citizenship”, currently counting with around fifty members, while they were only around thirty when the group started. The mentioned network is responsible for the realisation of an annual national meeting, whose last edition counted with around 140 people, when in the former year has counted with around 80 people.

The Foundation works with the Synergies project, under the recognition that DE is a complex area due the need to include and listen different perspectives. That’s why is so important to increase knowledge on this area. The project came from the need to put Civil Society Organisations and Academic Institutions discussing DE themes; were already identified a couple of actors that could positively contribute to this discussions. This initiative is not new; is a growing movement that can be also verified at the European level, in Ireland or Spain for example and Centres of Research and Consultancy, as DERC... more and more Development Education is a central thematic of several organisations work. This sort of work includes the creation of a website, a scientific journal with bibliography for example under a structured dialogue paradigm.

In terms of working with DE themes in school, at this moment the Foundation is working with the CIDAC and the Camões Institute in an initiative promoted by the Directorate-General of Education that aims to create a learning referential to several areas of knowledge, included in ‘Citizenship Education’, applied across all national curriculum. In this case, the mentioned actors are working on the referential to Development Education.

The interviewee added that “as other referential that are being produced in this line of Citizenship Education, the document aims to help teachers to introduce the themes in their practices at school, but these benchmarks do not have a compulsory character neither a programmatic character, so I see them more like a tool (...)”¹⁰¹. The interviewee complements the idea by saying that is important have DE and GC contents across the several disciplines that constitute the curriculum but, by knowing the daily reality of schools and the teachers’ life, being aware about the disciplines’ programmes and all the pressure around the fulfilment of the mentioned programs, would be fundamental that schools could find a specific space to include this sort of learning. This referential is important because helps in debating and reflecting about this area.

iv) *Education expert, Professor and Researcher from University of Minho*

The stakeholder that was considered for this study as an ‘expert’, started to mention that is hard to say that there is experts on Development Education in Portugal, but instead ‘curious people’. The interviewee was pretty clear when said that the centrality of people is fundamental in DE and there are some people highly interested on these issues, and that are connected through thematic networks and/or working in City Halls for example.

Universities are becoming more interested in explore this subject, in part pressured by civil society. There is also a dimension of DE in initial teacher training, which the interviewee classified as very important. Generally, the interviewee believes that DE will be enriched in the future at the Portuguese level, not only due the Portuguese National Strategy of DE, but also due the international progression of the European Union on DE themes, as well as by reading more, have a more critical vision of the world’s situation, learning through other examples that might be working on other countries.

Notwithstanding we still need a process of deep reflection and several people working on this, as the *Education Network for Global Citizenship* is example. The interviewee pointed out as a failure, the missing of a Southern vision in all these processes, particularly the colleagues from Africa for whom this area makes a lot of sense. The links could be Education for Sustainable Development connected with Education Systems and with Education Policy as well, where this particular field should be included. The interviewee also mentioned the importance of promote school linking as England and Ireland have been doing, in order to have an effective dialogue, not a superficial one as we still continuing to have.

¹⁰¹ From the original (in portuguese): “Tal como todos os outros referenciais que estão a ser produzidos nesta linha de Educação para a Cidadania, os documentos pretendem ajudar os professores a introduzir os temas nas suas práticas e na escola, mas não têm carácter obrigatório nem sequer programático, eu vejo-os como uma ferramenta (...)”.

Generally, the interviewee believes that “assuming this area only rhetorically is not enough”¹⁰², which happens for example with teacher training: the DE incorporation process is positive, but is also experimental. The interviewee stated that we need to have funding for projects on the field; would be also important have concrete actions in process, see schools of reference and watch what they are doing. The interviewee also referred that this process and further improvements is hard to achieve at the organisations level because it has the power to embarrass institutions, by making them think in the way that they deal with the world and their critical position about it... the interviewee consider this as a *Critical Development Education* process.

7.3 Analysis dimensions of the interviews

In the following table we present the dimensions of analysis that we created from the guide for the interviews, available in the appendices, in order to organise all the data that we collected through the reflections and comments that the interviewees have made.

The analyses was made according to a model inspired in Bardin (1979) and that includes wider dimensions, where the reflections from the interviews were allocated, and general indicators that show the reference and/or connection from interviewees' comments with the dimension. The dimensions were created after the realisation of the interviews, however we should mention that the both guides from the interviews already included a defined set of dimensions where the topics discussed fill(ed) in. The dimensions can be found in the following table:

¹⁰² From the original (in Portuguese): “Só assumir retoricamente esta área não chega”.

Table 16: Dimensions of analysis of the semi-structured interviews

Dimension(s)	Justification	Analysis type	Indicators
<i>Global Education overview and History</i>	The objective was to understand how Global Education has been promoted in each country.	Descriptive	<ul style="list-style-type: none"> - Considerations regarding DE's evolution; - References to the past and present of DE (national and internationally); - Comments relative to former and current DE practices within the organisation of the interviewee.
<i>Global Education within the national context and curriculum</i>	We believe that is important contextualise the GE current status, so we included in the interviews topics that could contextualise and reflect what is occurring nowadays in GE in the both countries. The topics were allocated to the formal education system.	Analytical	<ul style="list-style-type: none"> - Look for the current practices on DE; - Analyse the opportunities for Global Education within schools and the formal curriculum; (Implies a hypothetical comparison with the past).
<i>Global Education receptivity from teachers and students</i>	We included some topics asking about feedback from teachers and students regarding this area, in order to access to the organisations (and experts) data (from their work with schools, educators and other practioners).	Pedagogical	<ul style="list-style-type: none"> - Reflections regarding schools, teachers and students receptivity to this area, if they like it or not; - Comments about eventual barriers to this area in schools.
<i>International influences in policy and practices</i>	As is quite clear, look for international agendas was important in order to contextualise the actual 'global framework' on the area. In this se asked if the stakeholders that we spoke, feel some transnational influences in their action.	Political	<ul style="list-style-type: none"> - Reflections about hypothetical influences from some international actors, networks and/or activities/initiatives.

<i>National production on Global Education</i>	We also looked for some comments about the national (and political) framework of Global Education in the both countries, in order to have a structured overview about how things happen in local realities.	Political	- Reflections about how nationally Global Education is tackled within the curriculum, according to instituted political powers and forces.
<i>The role of the Civil society organisations</i>	Was applied in the England's guide, but not in Portugal because we concluded that would not be relevant in the Portuguese context in the way that was allocated with the English interviewees.	Political	- References to the work of civil society organisations, made in parallel with the State or aligned with the State.
<i>Prospects of/to Global Education in Portugal</i>	Was applied only in the interviewees with the Portuguese stakeholders because was a dimension that we reflected that would be important to ask and the interviews in England had already been made.	Reflexive	- References to what would be best in the future to this area.

Table 16 – Dimensions and Indicators of the analysis of the semi-structured interviews.

7.4 Discussion of the conclusions from the interviews

Global Education overview and History

When thinking about Development Education we should pay attention to what this concept means, and particularly what it represents in different countries. The concept of Global Education, according with one of the Portuguese interviewees, is the most appropriated term because it came from the Maastricht Declaration and is recognised by the Council of Europe. The concept can be seen as an ‘umbrella’ that includes other types of education, as Education for Human Rights and/or Education for Peace.

Regarding GE, Portugal has been doing some progresses particularly due the emergence of the Portuguese National Strategy for Development Education and its Action Plan, although it does not have so many work on Global Education as England has because England, whether within formal education or not, has been working in this area for many years and had accessed information and resources that Portugal did not.

Nowadays the focus of DE in Portugal is placed on the need to promote Global Citizens. However, DE became known in Portugal by the need to inform and raise awareness of the public concerning to Cooperation matters with underdeveloped countries, mainly with the former colonies.

In England by the time of the 1960, Governments started to invest in overseas aid, being important to inform the general public about what international development was. Several NGO's as Oxfam, Save the Children and Christian Aid for example, started to inform, particularly young people. Later became something that people could learn through different subjects, in order to have an international overlook. Currently DfID's culture still is disseminating the information that the UK is helping other countries, however through the *Global Learning Programme* the UK government seems to be recognising the importance of pupils understand global matters, as poverty, and the role of the UK's government in helping to fight these flagella. The curious fact is that this is happening in a context where England is promoting 'British Values', an antagonistic factor regarding to our growing cosmopolitan society and to the defence of Universal Values. Regarding to this, is important to mention that this happens in a context where the current administration has showed its reservations concerning to high flows of migration, the European crisis and identity.

Global Education is formally recognised in Portugal by the Ministry of Education as part of Citizenship Education, under a set of guidelines to Education for Citizenship, where Development Education is included. In England's case there are several documents that specify GE orientations and guidelines, but currently the focus is on a certain kind of 'National Citizenship' attending the facts that the UK is politically reserved in relation to opening its 'borders' to certain questions and issues.

Global Education initiatives are mostly promoted by the DfID; in Portugal Development Education is also promoted by the Ministry of Foreign Affairs, but recent initiatives in DE themes in schools have been promoted by the Ministry of Education.

Development Education is seen as a complex area that includes diverse bodies of knowledge as Policy, Economy, Sociology, and History, which makes it quite sophisticated. This conceptualisation is consensual for the education stakeholders from the both countries, however in the literature the concept of 'Global Education' appears earlier in England than in Portugal.

Global Education within the national context and curriculum

Currently, with the support from the Portuguese National Strategy for Development Education (2010-2015), its Action Plan (with three interim evaluations) and its renovation for further years, we can consider that DE in Portugal is tracking a growing and evolutionary path, particularly when compared to the past. The fact is that the current resources, available funding, and actors are not enough to the greater needs of DE, particularly if we consider that the support that we

have within the formal national curriculum is practically inexistent, despite this recent initiative about the referential for Citizenship Education where, among fifteen areas, Development Education has a place.

With the public cuts in Education (that actually went beyond troika's memorandum) allied to the ideological reference of the current Government to the investment on structural areas (mainly through Minister's discourses), DE is having some difficulties in building a place of legitimacy within the formal curriculum. The main work has been made through initiatives and projects funded by the Camões Institute (a public organisation with administrative autonomy) to (development) NGO's. The current paradigm in Education is considered by some as technical and bureaucratic.

One of the interviewees made a very curious point regarding the current situation of the world and DE: "(...) as the world become more complex, harder to understand, where the repercussions of what happens globally are more felt in our daily lives, in our individual and collective lives, most lack something as Development Education and Global Citizenship".

The interviewees generally agreed that there are entry spaces within the formal curriculum, where DE can be applied transversally, being both desirable and feasible; notwithstanding, there is a common sense that DE is more suitable in some disciplines (Geography, Economy, Philosophy) than it is in others (Mathematics for example). However, was relatively consensual that a 'dedicated space' would be extremely important to guarantee not only a composed field of (several) knowledge(s), but also more legitimacy to the area, through its effective institutionalisation. The final outcome would be a school' environment that represents Global Citizenship by itself.

Was pretty clear that for some of the Portuguese interviewees, contents and methodologies are equally important in Development Education, because the achievement of broader skills as critical-thinking for example, highly depends on the way that students have learnt about a specific issue, how they discussed it and the reflections that they have made from it, in a globalised and interrelated context. In this sense, the methodologies should be participatory, and children and young people must feel themselves comfortable in sharing and learning.

In the past the national education system had a curricular area called 'Project Area' where students could developed the themes they most like within the broader framework of civics. However, this area ended because was no evidence that it worked and the general feeling was that teachers did not know what to do with it. Currently there are fifteen themes composing a referential for a cross-curricular area of Education for Citizenship, where DE is included. The fifteen themes include general orientations, but no reference to materials to apply for example.

Under the current culture of exams, this initiative – or other DE activities targeting the education curriculum – might be difficult to integrate due the lack of time of teachers. One of the interviewees said that to be able to integrate DE contents within the Education System is necessary

a high level of creativity. Also, there is a consensual opinion that practioners, to work with teachers and students in schools, need funding and resources to undertake the processes.

Regarding to materials, one of the interviewees reflected that would be good if we could start to produce our own tools and, in this sense, use more DE materials created to the Portuguese context.

In England's case, the already mentioned 'Global Dimension' almost disappeared from the England's National Curriculum, formerly verified in Citizenship in Key-stage 3 and also is less evident in Geography, due the recent prominence of what is called as 'British Values', political structures, institutions and the UK's law. Was considered that the curriculum is very simplified, prescribed and is not promoting 'broader skills' as awareness about global issues might do. What is 'beyond the UK' (quoting formal national documents) is more subject and knowledge based, and always includes the relation between these events and the UK. The main possibilities currently regard to Sciences, broader Social and Health Education, but even more in Geography and Citizenship. Even the process of schools becoming Academies makes more schools as relatively independent institutions that can add to the curriculum what they most like. However, the uncertainty lies in the fact that teachers might to it, if they want to do it. Moreover, normally teachers do not have any guidance to do so; only when are, somehow, involved in an 'external' project (the Global Learning Programme is an example).

Between 2005 and 2010 this 'Global Dimension' and 'Sustainable Development' were cross curriculum theme and the programmes had some guidance to all practioners. Schools used to be also encouraged to undertake this sort of themes. Notwithstanding, currently the curriculum has less spaces to DE; if it has, the information is not explicit. Also Ofsted inspections highly influence teachers and school boards when deciding if they have space to provide Global Education or not. In the past the Global Dimension was verified in Ofsted evaluations, but is not anymore.

One of the English interviewees mentioned that between 1975 and 2015 is not possible to see a linear growth in DE projects across England; sometimes they arise, other times they just go down. Nowadays there are less people doing Development Education initiatives, less organisations and less projects, when in England a couple of years ago, occured a range of organisations undertaking some creative work on DE. A part from the European Commission, there is almost no money for that. The activities are becoming punctual but the interviewees agreed that this area requires a greater dedication to the future.

In this sense we can conclude that Global Education in England had more initiatives and consequently more impact in the past, but currently its inclusion in the formal national curriculum (explicit) almost inexistent, and the inclusion of activities within the school context (sample of 4 organisations) much less.

We believe that, according to the study of the concept and the framework of Global Education, there is no problem with DE epistemology and philosophy. But it is not a priority when compared to other education concerns. Notwithstanding, the DfID has been funding some initiatives regarding GE and now is promoting the Global Learning Programme, that aims to reach around 50% schools in England for they include DE contents across the formal curriculum. However, as we analysed, the old perspective of DE as a way through which schools or other organisation can inform people about global issues, as poverty, and the role of the UK in providing aid, returned. We agree that this is very positive, but we already reached the level where DE is not only about be informed about world's situation; it also includes the need to discuss controversial themes and actively participate within the local, national and global community. Sometimes is possible to include some GE projects in schools, but normally at the level of the edges, concluded one of the England's interviewees.

Still in England, the main current drivers of education are: 1) exam results, putting students, schools and sometimes governments in competition. One of the interviewees mentioned that schools with better exam results tend to attract parents, which makes schools budgets go up (as we said, school choice is possible in England).

Global Education receptivity from teachers and students

In the Portuguese case, teachers are normally quite receptive about Development Education, but the biggest problem is that they have a range of solicitations, and sometimes with all the paperwork and subject responsibilities, they cannot incorporate this area as some of them would like to do. Regarding to students acceptance, DE area gets them involved as other areas do not. Students felt freer to participate and be involved, because their opinions matter. City Halls are also quite receptive and interested when they are involved in some projects.

However, is important to have in consideration that some people – inclusively some teachers – see DE as ‘everything that is good’, when the ‘good’ means, in practical terms, nothing.

Concerning to England, teachers tend to like this area, some of them – according to two interviewees – sometimes mention, in periods of evaluation for example, that they find in Global Education the reason why they have become teachers. However, sometimes can be hard for teachers because “(...) it may require both approaches to teaching and also particular bodies of knowledge that they may not feel so comfortable about”, particularly because some of the issues might be quite political and/or controversial. However is difficult for teachers to also have space to tackle GE contents because, *first*, they do not have enough time due their subject responsibilities (prepare materials for lessons, correct tests, prepare students to national exams etc); and *second*, they are judged by Ofsted inspections, that do not consider Global Learning as a dimension of evaluation.

Regarding to students, the feedback is very general and organisations are dealing with the need to have more concrete data regarding to this topic. But some reports have stated that students like this area, some are actually passionate about it, they learn about global issues because they have “hunger to know more about the world”. Some young pupils actually introduce the broader skills and competences they gain in the school community. One of the interviewees also pointed out that young people are passionate about raise their voices and are aware about their rights (Article 12). Also, students normally show will to travel after they leave school said an interviewee, which means that they have extended their perceptions to wider horizons. Students are also worried with examinations, so sometimes is hard get them engaged with Global Education.

International influences in policy and practices

One interviewee mentioned that Portugal has been influenced by international agendas, however Portugal also already influenced other partners and internationally. However, the same interviewee admitted that there are several differences in terms of terminology, action and also contexts across countries. Notwithstanding, the existing initiatives are connected with a) international documents that create a conceptual framework to this area; and b) through some influence from the Council of Europe. This international influence on our own agendas should be welcomed.

One interviewee however said that there is a contradiction between what some international organisations say and their real practices, which is the case of the European Commission (EC) and its available funding for DE. Funding, only under very specific circumstances, is given to just a few projects on DE across all Europe; the same interviewee accused the EC to always give funding for DE to the same countries, and that the criteria mobilised to allocate funding has to do with the potential visibility that the EC wants to reach.

One of the interviewees also pointed out that there is another sort of influence that comes from other research centres, scientific journals or even international conferences. It is not an agenda, but a natural movement *of people with interest on the area*. The partnership with GENE also has been very positive to Portugal’s development on GE.

Despite initiatives as the Millennium Development Goals (MDG’s) and the current ‘Sustainable Development Goals’ (SDG’s), and values as Justice, Equity, Solidarity or Inclusion theoretically promoted by the European Union, are not being applied to the reality and current international issues.

In England, this type of influence (from international organisations) in domestic Governments and national practices of civil society organisations or even NGO’s, is not very clear, and does not appear explicitly’, particularly because – as one interviewee said – England is a country that tries to influence the international scene, and not the other way around. For this mentioned interviewee is hard to believe that policy-makers, for example, have in account what GE

represents internationally, when the interests on the topic is, in practical terms, almost none giving its current omission in formal national documents for example. However, there is some international influence through the Millennium Development Goals (MDG's), now Sustainable Development Goals (SDG's), but is not possible to establish a straight cause-effect relation. The SDG's are even broader regarding to development, than were the MDG's, more focused on aid. However one of the interviewees mentioned that we should learn about these international agendas, be positive but also critical about them. International agendas are always important to create a framework to national bodies, said one interviewee.

The larger international support comes from the European Union due the possibility of cross-country collaboration.

As was mentioned before, there is no problem with DE's philosophy and practices. However, exists other international trends and standards that started to win a place within national policy-making, because they tend to have an almost direct impact in the way that Governments conduct their policies. The most known case is the PISA (OECD) that has been used to inform Governments, schools and also parents about students' results across countries. One of the England's interviewees classified this phenomenon as a 'race', particularly regarding to the levels of achievement of traditional subjects: Literacy and Numeracy. This became a 'proxy measure' for economy, influencing governments to adopt certain education policies, in order to have specific results because they want to have a certain economy.

National production on Global Education

For one Portuguese interviewee what is happening regarding DE in Portugal is the same that is happening internationally. But in order to have an effective practice on Development Education, State should promote policies at that level.

As was mentioned, there is space within the formal education system but for that, as one interviewee referred, 'a vision about Education' is required. The current administration is focused in what is call as 'structural disciplines', precluding the integration of other areas of knowledge, as Global Education.

The Portuguese National Strategy for DE represents, according to one interviewee, that the State does not have the 'door closed' to DE projects, however the funding decreased. In 3 million euros that should have been received, DE actors had around 1 million and 600 000 euros, which represents a big cut on DE.

Regarding to England, international agendas might influence what Governments can do when organising and undertaking public policy, but not the ones related with Global Education. However, the decision regarding Education policies still is based on national decision (at least in European countries) and, particularly in England, schools in the person of the Headteacher have a greater power in selecting projects from external initiatives.

Regarding to the Government, its position might be more or less ideological and/or political, “these things are difficult to identify” said an interviewee.

In England’s case, the country has been receiving a range of people from multicultural backgrounds, which did not generated the promotion of Global Education. According to one interviewee a classroom full of children from multiple contexts is seen as a challenge, a problem in a certain way... not an opportunity. Despite this peculiarity in England’s reality, seems that GE is not seen as a possible solution to generate more mutual understanding. The Current administration is also worried about young people’s lives experiences, because a range of young people are becoming radicalised.

One of the drivers for the adoption of certain policies is the ambitious from British Government to achieve what is called of ‘British Competitiveness’. This concept promotes the idea that future young people should be comfortable with global commerce, collaborating with people from different nationalities, with good and wider communication skills etc. Is what business is influencing governments to do, said one of the interviewees.

Regarding to the mentioned British Values, for some this is relatively pioneer in the sense that no other European county is explicitly promoting ‘(its) national values’. For England’s context is, for one interviewee, not something completely new.

As was mentioned already, we allocated a specific question to England’s interviewees within the ‘political dimension’ of the study: we asked if the role of the civil society organisations (but we were also referring other organisations as charities or NGO’s) is somehow replacing the role of the State in this matter in England. We receive the feedback that in some cases seems that it is, but always depends on the issue that we are discussing about. Stakeholders should work in parallel with States, but sometimes they also should work with the State and/or confronting the State.

Regarding to the prospects in Portugal, we referred across the presentation of the results but, for summarise, the main concerns have to do with the need to more resources, including human capital and support to Development Education in Portugal.

Conclusions

The major issues around the world still are encapsulated into the hands of ‘experts’, resulting in a widespread public ignorance about the harmful and discriminatory effects of everyday actions (Pike, 2015: 19). This is also reinforced by the lack of political knowledge and critical debates on global development (Liddy, 2015: 78). As Pike has said, “the majority of people have simply not received sufficient information through formal or informal education to understand the interconnectedness of all peoples and environments and to appreciate the full global impacts of their decisions as consumers, voters, workers and home-workers (2015: 18/19). In this sense, Global Education applied to formal education systems still is a greater need and an important strategy to change the levels of ignorance maintained under the ties of the circumscription of learning of the so called ‘structural disciplines’.

Globalisation processes and phenomena are becoming more rooted in our society, partially due the influences of the Capitalist economy and the ‘trade’ of communications between of people all over the world. As we concluded in the theoretical framework of this report, our international society is being influenced by several transnational actors that, somehow, end up reaching Education and schools, the ‘pediatric hospitals’ of their future human resources.

Across all the Globe, the development of certain Nations happens through the underdevelopment of others, which cannot be allowed anymore because it has been generating greater injustices worldwide. We believe that Global Education can be an asset in schools to pupils create a critical and deep reflection about their actions as individuals, workers and citizens. This is the time. We need Global Education more than ever.

GE proposes itself as a field (i) framed by an understanding about development and global issues; (ii) located within a values base of social justice; (iii) that promotes critical thinking; (iv) that encourages the learner to make connections between their own life and other’s lives; and (v) provides opportunities to the learner have a positive contribute to its own society, engaging with causes generated by world’s inequality, which is also its civic responsibility (Bourn, 2015: 195).

Since 1974, with the *Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms* promoted by the United Nations, were established certain values to Global Education, as Justice, Freedom, Human Rights and Peace; these values were considered a tool to fight against discrimination, exclusion and *neocolonialism* and was stated in its orientations that they should be attached to the principle of international solidarity.

GE largely implies to think critically about different issues, looking at contextual historical, cultural and social frameworks. At the end, leaners should be able to questioning, communicate their doubts and concerns as well as their perspectives, listen and self-reflect according to their own view and other’s views, co-operate and work collaboratively, deal with the impact of issues such poverty and to continuously act, despite the circumstances (ibid: 197). In this sense, the way

that GE is incorporated by people depends on the ways by which it is presented, perceived, interpreted and promoted (ibid).

As Rajacic et al (2010b) pointed out, Development Education “(...) is a sense of empowerment, a sense that engagement in society enriches and strengthens democracy and leads to a feeling of global social responsibility” (*apud* Bourn, 2015: 48), where the key-element to an effective participation is knowledge. As stated by Gilbert (2005) in the words of Andreotti (2011), knowledge should be understood as a verb, rather than a substance; and learning, as the creation of knowledge, rather than its reproduction (18).

Development Education is a learning process, not an isolated educational event; that's why is so important do not promote it punctually. It is a process that aims for social (individual and collective) social transformation. However, according to some studies, learning about global issues does not necessarily means children's involvement in society through social action. In this sense, to make this process effective, is important to develop it in a long-term basis, with the support and pedagogy that it needs.

Global Education is highly important if we think in our current society. As we saw in the initial framework of this essay, our globalised world is requiring cosmopolitan answers; the world has never been so connected, and so unfair and unequal at the same time. Also, as we could see, Nation-states are being everyday less capable to undertake an effective action on global challenges and to configure their action by also promoting a global citizenship through individual and collective empowerment of their societies.

In order to pass from an *international society* to an effective *international community*, we need a learning mediator – Global Education – that would help peoples to be more engaged and commitment with the philosophy and action of living in an interdependent cosmopolitan world.

International influences

According to Teodoro (2003) the ‘foreign’ might be seen as a representation of legitimization because, we believe, gives a sense of stability, belonging and some safety in relation to critical visions. It works, particularly at the national level, because it can justifies the measures took in domestic boundaries, even if they lack on contextual knowledge. International Intergovernmental Organisations have a contribute in the ‘normalisation’ of national education policies and in the establishment of agendas that fix not only supposed common priorities, but also the way how problems are allocated and consequentially treated (33).

Despite some positive elements produced by the studied IIOs on Global Education and Global Citizenship Education, the information is very recent and the majority of (the few) initiatives still are punctual and in an ongoing process of recognition and (inter)national legitimization.

Looking at the international influences that countries might suffer under the mentioned influence of transnational organisations, this is seen as a positive impact that might come from

two directions: countries and organisations and individuals receive information and guidelines/orientations that help them to build their own agendas according with what transnational actors capture from the cosmopolitan society. And/Or, countries can also have the power to influence other counterparts, if they make a significant contribution to decision-making at the international level. Influences from countries in transnational organisms might exist, depending on the 'international status' of the country, but probably would be small, despite eventual positive contributions to the work that will be disseminated internationally in the area by those organisations.

School curricula has largely remained nation state-oriented and is obsessed with subject-based knowledge (the so-called '*powerful knowledge*' according to Michael Young, 2007), inhibiting students from seeing the 'big picture' and creating alternative visions of the world and, particularly, to have a wider vision of the globe. In this sense, we can advance that the majority of influences that might occur from transnational actors is in the same line of thought of nation-states: the promotion of 'core subjects' to prepare young people to a meritocratic and competitive job market.

When compared to initiatives that want to tackle technical skills, orientated to the market, as entrepreneurship, the recommendations that come from IIOs to GE are still very limited. This happens due the forces of globalisation and economic capitalism that (re)direct education to purposes of professional and technical development, neglecting other very important human capacities and broader skills, as awareness about global issues.

Regarding to the case-study, Portugal, in its national strategy for DE, starts to point out that the mentioned document followed the work and commitments from (quoting) the Council of Europe, the European Union and the Development Co-operation Directorate of the OECD; it also takes into account the recommendations from the UN. Transversally, is also mentioned later in the ENED's report that it is inspired in declarations and recommendations from international actors of the European Civil Society through actions as the DARE Forum (CONCORD) or the DEEEP. The strategy also pointed out that the exchanges and partnerships between organisations and/or governments of different countries also help in developing DE action, due the sharing of experiences and good practices.

The interviewees have confirmed this attention to what is said internationally, however the feedback is in some cases not quite positive, particularly regarding to the European Union. One of the stakeholders went further and mentioned that exists a disconnection between the principles of these organisations and their actual practice. Regarding to the European Union, the same stakeholder said that its main interest is gain visibility through projects; the Union does not seem quite committed with DE because the funding and resources available are always given to the same countries and small organisations do not have structural possibilities to receive funding.

In England's case, the literature has not give any indication of an explicit international influence regarding DE. In one of the orientations for the official curriculum of England, is mentioned the need to understand the relations between England and transnational actors namely the United Nations and the European Commission. Notwithstanding, the expression of 'beyond the UK' used a range of times, gives a sense that the UK is not including itself into wider networks of international work. The idea that passes from the documentation, is that the UK creates transnational relations and follows the international scene, but it still highly preserves its own decisions and policies, even if they are not in the same policy model or line of thought of transnational actors. The better example to picture this is the promotion of the 'British Values', with no reference in the official documentation to Universal values in a Cosmopolitan Era. The references to transnational initiatives as the MDG's is present in documentation produced by England's stakeholders, less in State's documentation, despite some punctual initiatives led by the DfID¹⁰³.

Global Education in Portugal and England

Analysing both literature and the conducted interviews, we concluded that England uses more the term 'Global Education' whereas Portugal emits the term 'Development Education' in the majority of its national documents. However, according with the discourses from all interviewees (from England and Portugal) the term that is effectively arising is Global Citizenship or, under education settings, Global Citizenship Education.

Was not clear and explicit for us if the changes on terminology have to do with international interference and transnational influences, but internationally, the transnational organisations that we analysed are referring more the term 'Global Citizenship' rather than others.

Notwithstanding, if we consider the definitions of Development Education, Global Education and/or Global Citizenship Education, we can conclude that all of them include considerations regarding to the global dimension of the world, as well as how it should be included within formal learning settings. The concepts of 'local', 'global', 'interdependence', 'multicultural', 'diversity' are constantly referred when discussing about Development Education (even when the term referred was Global Education or other similar).

Bourn has reflected that the main external and internal issues that might occur and, consequently, inhibit the national work on DE could have to do with *external ideological and/or political factors, narrow agendas of funders, or even lack of clarity as to the purpose of particular projects and activities* (2015: 200).

The education policies promoted by the Portuguese government can be related with two main aspects: the public cuts imposed by troika, despite being commonly known that this government

¹⁰³ See examples at: <https://www.gov.uk/government/news/beyond-2015-reducing-poverty-after-the-mdgs>.

went beyond the troika impositions; and the document proponent for the Reform of the State, where was clear the intention of the Government to liberalise Education, by including initiatives as the creation of Academies and the promotion of school free choice, and to focus its action in the so-called ‘structural disciplines’.

The majority of the work in DE in Portugal is funded by the Camões Institute or by the European Commission, but the networks for sharing good practices, methods and/or concerns were extended with the representation of Portugal in the GENE in 2002. With the initiatives of the Portuguese National Strategy for Development Education (and its interim evaluations of the established Action Plan) and its extension beyond 2015, as well as the Peer-review for DE through the GENE, Global Education policies and practices in Portugal have been increasing. The subject is becoming more known, there are more people working on DE initiatives and there is a wider networking with transnational partners; the Camões still has its funding line for Development NGO’s to work with DE themes, which is also very important.

Regarding to the formal education system and the importance of assuming within the curriculum global contents, the fact is that the only reference to Development Education is within the very recent Citizenship Referential that includes fifteen themes to teachers develop in their lessons; Development Education is one of them. We believe that this initiative is a start, something that has been missing in the national curriculum, especially since the ‘Project Area’ ended in the academic year 2010/2011 (which was one of the first initiatives of the current Minister of Education).

In this sense, we believe that despite Global Education does not be considered a priority in terms of education policies and do not be insert in the national curriculum in any subject or curricular area, and also despite the lack of organisations, professionals, funding opportunities and resources to undertake a proper work, particularly within schools, it is becoming stronger with the time and more initiatives and transnational networks are possible to see nowadays, which represents a growing path.

In the UK, according to Wolf (2004), England’s school reforms reflect a high influence of ideological paradigms within the changes that have been made by different governments. Centralisation policies regressed with the Conservative and Liberal Democrat Coalition to an education policy that promotes freedom of choice and the possibility of decision at regional, local and school levels. Education has been shaped by the country’s economic performance, which is a shared concern of both parents and governments, generating inclusively a cross-party consensus in relation to the importance to reach standard skills, particularly at the secondary level.

According to the theoretical overview made to better understand how Global Education is included in the formal national curriculum in England, though a literature revision and the conduction of interviews with education stakeholders on GE, we could conclude that the most important premise of achievement regarding to formal education is the promotion of a Knowledge

Economy. In other words, schools must support curriculum policies and educational practices that account the orientation of students to work in the marketplace, which is also an international trend, not explicit in documents about GE matters, but in other sort of documents and studies that account this need. The interviewees' feedback is consensual with this.

The British Education System, as we saw, potentiates high levels of testing and accountability and is focused on the promotion of core subjects to students reach technical capacities to be competitive workers. Is also their role to somehow 'represent' and promote British Economy and Competitiveness.

Global Education initiatives and projects in England are funded, conducted and evaluated, when attached to the State, by DfID; only curriculum guidelines and orientation regarding the formal education system are promoted by the Department of Education, which institutionally almost has no line of thought regarding to Global Education.

The incorporation of the 'Global Dimension' within the curriculum, which is generally seen as positive by students and teachers according with the England's interviewees, currently depends on the will and time of teachers and the space given by schools. It operates variably because there are no direct guidelines from the Government. However there are a range of resources online made by civil society organisations and/or Development NGO's, in some cases free, that teachers might download. The question is that it always depends on teachers will, and with exams it is more difficult to them also incorporate a global dimension within their subjects.

Regarding to the Citizenship curriculum, this global dimension might be more obvious in the guidelines for the Key-stage 4. The official documents seemed to refer as 'global' the aforementioned expression 'beyond the UK'; the global concept rarely shows up, and when it happens, seems to create within the same document, two worlds: the UK and... the rest of the World. The Citizenship curriculum seems highly focused on promoting knowledge about Britain institutions, laws and its political and judicial systems. Geography, by its turn, could have more space but within the guidelines the specifications to tackle what is global in a reflecting and transformative way is not explicitly evoked. Is presents the need to be aware about the temporal, spatial, biological dimensions of the Earth and the Nature, through reading competencies of maps and graphics for example, but is not developed the importance of be aware about world's social and economic polarities for example and ways through which people can act about them.

Similarities *versus* differences

The international systems puts a lot of pressure in several nations, through comparative assessments and a high level of measurement that reduces students to numbers. One Portuguese interviewee mentioned that "our Education System puts a lot of pressure and expectations on young people", when it should adapt itself according to students needs and specificities (...).

The same happens in England due its high interest in promoting British competitiveness inside (schools competition) and outside the country.

In both countries the current Governments justified in 2010 (England) and 2011 (Portugal) public cuts (inclusively in Education) due their national economic sensibilities; however, the economic and social circumstances of the two countries are totally different.

Ideologically, both countries started to promote a process of decentralisation of the education system, by given more powers to local organisations and/or schools and by encouraging practices of free-choice concerning to education. England was more effective than Portugal, probably due contextual reasons. Portugal was/is passing through a severe economic crisis and we believe that an hypothetical reform, as was proposed by the Government with the written guide for the State's reform, did not have space and time to be implemented.

In both Portugal and England, the funding for DE always depends of who is in power politically; which means that ideology has something to say regarding the implementation or no implementation of Global Education.

As the world is becoming more complex and people are spreading across the globe, facing several new challenges and issues, some of them quite dangerous to Human condition, is when both Governments are not investing in the area of Global Education. This is particularly flagrant in England because it has a very multicultural society, it faces high levels of terrorism and dangerous attacks, and it also is one of the most generous countries in promoting overseas aid. The affirmation of British Values in this context does not make sense. Moreover, according to one of the English interviewees, one particular issue is raising in school community: xenophobia, a certain anti-immigrant, racist, xenophobic view about other cultures and groups. Some 'school advisors' (teachers) report that this might come from what students heard from parents or through social media (social networks), which would require extreme care and attention from all school community; Global Education could have in mediating these sort of problems. Notwithstanding, we concluded that some national organisations and in some circumstances governments, in the both countries, are making an effort to gradually incorporate GE contents in schools, but always in a quite 'marginal' way.

Both countries showed up, through the interviewees' voices, narratives from teachers that have identified Global Citizenship as the main reason why they have become teachers. Also is relatively consensual that both students and teachers are pleased in contacting with this area, however this was more explicit in England's case, despite the lack of evidence to support this affirmation.

Was allocated the question to England's interviewees of their eventual role in, somehow, replacing the State in a role that traditionally is a responsibility for the Welfare State (in this case, in providing the best education service possible under the premise of using Global Education as a tool to achieve that goal). They replayed that sometimes seems that it is but in reality they play

a kind of ‘mediation role’: sometimes their job is act in conformity with the State, sometimes against, depending on the policies and practices they instigate.

Global Education challenges and recommendations

Over the time Global Education is becoming more relevant to several national and international organisations. The recognition of the field is growing, however the actors interviewed claimed for more time to rethink their action and effective conditions to conduct their work.

We admit that, conceptually, Global Education might be not so known and prestige in both decision-making and public opinion. The realities that it might explicit can be seen as far, which makes harder the creation of empathy to global causes. This is a big challenge not only for ordinary people, but also for teachers and educators that aim raising awareness about global issues. The lack of support and guidance does not help to turn around this situation.

We believe that there are few challenges that must be faced regarding Global Education. From both the literature and the interviews, we highlight the following ones, that also incorporate suggestions to improve the area:

- More literature production regarding Global Education, with specific case-studies and experiences from different countries, in order to a) access what other countries have been doing and learn from their experience; b) rethink national action on Global Education; and c) develop wider networks with international partners to enlarge the practice and culture of Global Education;
- National development education strategies should link to other adjectival educations, under a cross-curriculum approach (personal remark/reflection);
- Global learning needs to be relevant to the curriculum; needs to have a clear knowledge base, highly related with international development; it should promote critical thinking and be supported by the principle of social justice. Pedagogically speaking, we believe that a set of topics to allocate in the national curriculum would be important to guide teachers and students in their *cosmopolitan transformation process*;
- Create specific frameworks of assessment for Global Education, with clear criteria, different tools of evaluation and the promotion the accountability of results, in order to build an effective legitimacy of the area;
- Operate beyond ‘consensus’; it might neutralise what is different and inhibit diversity, which is not positive to a process as Global Education (Wegimont, 2008: 50);
- The promotion of different perspectives is, in this sense, important but it should not be left open, otherwise it can generate the lack of evidence to justify funding and also will not gain legitimacy (Bourn, 2015);

- A multi-stakeholder approach is an important process to secure ownership, the engagement of ideas, strategies and protocols and should include the technical expertise of a range of partners (Governments, Academia, NGO's and other educational bodies), including peoples from the Global South (Bourn, 2015: 29);
- Listen the peoples from the Global South; this process is shaped under a western perspective, that sometimes can be consider too distant from reality due some incapacity to heard the people that actually know about 'underdevelopment' and global issues because, in some cases, they live with them;
- Would be essential to reach high levels of commitment from schools, teachers and students, by promoting written agreements under partnership settings with local NGO's or international organisations, in order to give a more practical sense about what development actually represents in reality;
- Educationally would be highly important to use participatory learning methodologies, influenced by Freire and other *radical humanists*, to promote the competences of the learners to reflect on their sense of place in a globalised world (Bourn, 2015: 48);
- The inclusion of Global Education within the formal curriculum, in a dedicated space with a set of topics to discuss about would be essential to students value the area, learn about the wider world and start to be more engaged and motivated to participate and to contribute to a better world.

Further questions

Having in consideration our current Global status, looking to a globalised society, shaped by Capitalism and a fast-growing environment that instigates meritocracy, competition and a 'liquid' jobs market, is important to (re)think the place and the time for areas as Global Education, particularly in formal education settings.

School is one of the most important institutions to socialise youth, which is a common international reality for all the developed countries in the world. We advocate that schools must equip people with a diversity of cognitive and social tools to face the tomorrow's world. However, these tools cannot be exclusive from a set of areas, recognised as areas with a strong specialisation, but that ignore several dimensions of life as the capacity to critically think about world's issues and the importance of civic participation in this field. In this sense, and considering that the world is shaped by Capitalism and this is an economic, political and social tendency that will persist in the next few decades, is important to ask: *How Global Education can interact with Capitalism? Can Global Education prepare the post-capitalism era? If it eventually will happen in the future? How to include the global aspects of culture, economics, society and even politics and political systems within contemporary educational systems?* (The Network University, 2014).

Capitalism is, in principle, an antagonism itself to Global Education because the first is the reason why inequality still exists; it was not the responsible for its origin, but is for its perpetuation.

Looking to what the interviewees from the case-study have said, more in Portugal and England still is difficult to have funding, resources and people working on the area of Global Education, because there is not much money, result from Global Education's difficulty in reaching legitimacy. Given the fact that legitimacy comes with 1) the relevance of the subject; and 2) the accuracy of its assessment tools, is important to question, then: *how can we make Global Education more relevant to people's ordinary lives? How can we make them feel empathic about realities that they do not know in person? And should we create more accurate assessment tools to guarantee an evaluation that allows measurement and comparison?* In one way DE does not promote, epistemologically, this type of evaluation; however, the trends are favouring this sort of evaluation model: *should we adapt our methods to reach a place among other subjects?*

What also influences the funding and support of Global Education is how policy-makers look for the area of Global Education and see or do not see its importance. There are several initiatives national and internationally, formal and informal groups of people working in this area, a range of documents spread out, events and projects that assume DE as their central element. These work has an outstanding value, especially in a growing cosmopolitan society, where identities are geographically dispersed (Rotberg, 2004), international phenomena is becoming more disseminated through a diversity of communication channels, where are produced and reproduced thoughts and opinions of several different people. In this sense, is important to ask *how can we bring international and national policy-makers and people with power of decision to join the cause of Global Education? Though which ways can we do that without change the epistemology of Global Education?* We agree that without these people would be hard to make Global Education effective, so will be important develop strategies that include these people in the (re)definition of Development Education across countries.

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1. Signed Traineeship Agreement



FACULDADE DE LETRAS
UNIVERSIDADE DO PORTO

TRAINEESHIP AGREEMENT

Master's degree in History, International Relations and Cooperation

Between:

Universidade do Porto - Faculdade de Letras, a Legal Person with the official number 501413197, located at Via Panorâmica, s/n, 4150-564 Porto, represented by the Dean of the Faculty, Professora Doutora Fernanda Ribeiro, hereinafter referred to as "FLUP",

the Company, **Institute of Education, University College London**, registered with the number RC000711, located at 20 Bedford Way, London WC1H 0AL, represented by the Director of International Affairs, Mike Winter, hereinafter referred to as "Company",

and the Trainee, **Francisca Margarida Machado Sousa da Costa**, resident at Rua Santo Estêvão, n.º349, Vila Chã do Marão, Amarante, holder of Identity Card number 14142571 and the Taxpayer Identification number 240644956, hereinafter referred to as "Trainee",

Considering that:

- (a) **FLUP** aims to find work placements in the labour market for its graduates through the establishment of traineeship agreements;
- (b) The **Trainee** holds / is attending a Master's Degree in Master's degree in History, International Relations and Cooperation;
- (c) **The Institute of Education, University College London** accepts that the Trainee complete a vocational traineeship in its facilities in the field of Development Education and International Cooperation, and will provide the necessary requisites to accomplish successfully the aims established;

agree to undersign this Vocational Traineeship Agreement and comply with the following Articles:

Article 1

(Aims and Purposes of the Traineeship)

The Traineeship established in this Agreement has the following aims and purposes:

- a) To encourage the Trainee to develop professional skills, autonomous technical capacity and a sense of responsibility,

- b) To challenge the Trainee with the different and specific working contexts and with the diversity of professional demands in a context of change,
- c) To promote a dynamic and reflective attitude in the course of specific working situations, consolidating and developing professional skills learned throughout the degree lectures,
- d) To ensure the trainee has the required time to attend academic examinations, in accordance with the legal regulations applied to working students,
- e) To provide the conditions for the Trainee to do team work with skilled professionals and contact other departments and professionals within the company.

Article 2

(Identification of the Trainee and Aims of the Traineeship)

1. Institute of Education, University College London accepts the Trainee Francisca Margarida Machado Sousa da Costa, 01/04/1992, with the Identity Card number 14142571, valid until 30/01/2017, as Trainee.
2. The Trainee will comply with the training duties in the field of Development Education and International Cooperation in accordance with the aims described in this Agreement, fulfilling the duties established by Institute of Education, University College London.
3. In accordance with this Agreement, the Trainee accepts to:
 - I. Settle in the working environment, establishing a good working relationship with the other elements of the company/department,
 - II. Respect working procedures established by Institute of Education, University College London, executing all assigned tasks and keeping them confidential,
 - III. Maintain the Company's regulations, namely assiduity and punctuality,
 - IV. Attend all work group meetings scheduled by the supervisor and by the coordinator,
 - V. Complete the curricular Traineeship.
 - VI. Produce a written final report.

Article 3

(Traineeship place)

The Traineeship will take place in Institute of Education, University College London at **20 Bedford Way, London WC1H 0AL**.

Article 4

(Training period and wage)

1. The Traineeship will take place from 01/10/2014 to 20/04/2015
2. The Traineeship will not be remunerated.
3. FLUP or Institute of Education, University College London have no responsibility in ensuring a work position for the Trainee upon conclusion of the Traineeship.

Article 5

(Company's contact)

1. Institute of Education, University College London appoints Dr Douglas Bourn, passport number GBR 209120965, valid until 18.10.2018, Director of Development Education Research Centre, as the Traineeship's Supervisor.
2. The Traineeship's supervisor identified in 1. will be responsible for:
 - I. Helping the Trainee's good integration in the work place by providing information about the Company's structure and work procedures,
 - II. Participate in the elaboration of the training programme, guiding the Trainee in establishing aims for the training period and decide on the best strategies to achieve them, considering the available resources,
 - III. Ensure the continuous evaluation of the training process, suggesting the necessary readjustments and identify the most important aspects of the Trainee's progress,
 - IV. Inform the Trainee and ensure he/she complies with the safety and hygiene regulations prescribed for his/her work.
 - V. Periodically report to the supervisor about any problem during the Traineeship period,
 - VI. Facilitate the necessary time for the Trainee to attend the required meetings with the training supervisor,
 - VII. Elaborate a report on the Trainee's progress.
 - VIII. Elaborate a final training report, which must include information about the skills learned by the Trainee and work performance.

Article 6

(Teaching institution's contact)

1. FLUP appoints Professor Luís Antunes Grosso Correia, with the Identity Card number 7404206 valid to 19/10/2019, as the Traineeship Supervisor.
2. The training supervisor has the following responsibilities:
 - I. Have a good knowledge of the work market, in order to facilitate finding the most adequate place for the training period, to conform with the Trainee's profile and the interests of both entities,
 - II. Coordinate the training activities, ensuring a dialogue between the university and the companies where the training period takes place,
 - III. The Supervisor will be responsible for finding solutions to any problem that may arise during the training period,
 - IV. Regularly supervise each Trainee's work, ensuring the link between theoretical instruction and practical work demands.
 - V. Supervise the Trainee throughout the elaboration of his/her final report,



Article 7
(Copyrights)

The company where the training takes place is responsible for the review of all works produced during the training period and has their exclusive rights.

Article 8
(Termination of the contract)

The Institute of Education, University College London or FLUP may terminate this contract unilaterally as long as its prolongation is considered adversely affecting the regular activities of the institution or company, or considered by FLUP not pedagogically advisable to be continued.

Article 9
(Insurance)

During the training period the Trainee will be covered by insurance from Erasmus+ programme.

Agreed by the signing parties,
Three copies of this Contract have been made, one for each party.

Dean of the Faculdade de Letras da Universidade do Porto,

Place and Date:

The Director of International Affairs, Mike Winter

Place and Date: London, 5 MARCH 2015



The Trainee, Francisca Margarida Machado Sousa da Costa

Place and Date: London, 4th March 2015

2. Letter of Support from Douglas Bourn (qualitative evaluation)

Institute of Education



22nd July 2015

To whom it may concern

FRANCISCA COSTA

Francisca was an Erasmus intern with the Development Education Research Centre from the beginning of October 2014 until the end of May 2015.

During the time she was with us, Francisca was an excellent intern. She worked very hard, was well-organised and achieved all of the tasks that we asked her to complete. Her timekeeping was also good and she worked well with the rest of our team.

Her work included a range of tasks including helping to organise events, undertaking research and providing general administrative support. In all of these areas, her work was of a high standard and during the time she was with us, her research and organisational skills particularly improved.

Her English language skills were good when she arrived but during her time with us, what was noticeable was increased confidence in speaking and writing in English.

During her time with us, she had an opportunity to become involved in two major European projects which included participating in workshops and meetings outside of the UK. I had very positive feedback on her participation in these events.

I am confident she will be an asset to any organisation she works for in the future.

Dr. Douglas Bourn

UCL Institute of Education
Development Education Research Centre, 36 Gordon Square, London WC1H 0PD
Director Dr Doug Bourn
+44 (0)20 3073 8309 | Mob: +44 (0)7893 170 669 | d.bourn@ioe.ac.uk | www.ioe.ac.uk/derc



3. Internship Activities (detailed)

Name: Francisca Margarida Machado Sousa da Costa | ‘Visiting Academic Researcher’ at the *Development Education Research Centre* (DERC) at Institute of Education, University College London (IoE, UCL)

University of Porto supervisor: Doctor Luís Grosso Correia | Faculty of Arts, University of Porto

Internship mentoring: Doctor Douglas Bourn | Institute of Education, University College London

Date	Schedule	N.º hours	Place	Activities	Comments
1 st Oct 15	10:00 – 05:30 pm	6	IOE; LIDC	Arrangements to have access to the library and to my office; Meeting with Doug; Readings about Development Education.	The mainly literature that I read was from the <i>International Journal of Development Education and Global Learning</i> (DERC’s Journal).
2 nd Oct 15	09:00 – 05:00 pm	7	LIDC	Readings and take notes about Development Education and Global Learning; Upload data from a set of evaluation questionnaires from an activity promoted by the DERC.	I met my colleague Guy Benton, administrative. He informed me about what will happen in the next days in the centre (conferences, activities etc) and helped me in other arrangements.
3 rd Oct 15	09:30 – 05:30 pm	7	LIDC	I made some readings; I continued uploading data from the questionnaires.	
6 th Oct 15	10:00 – 05:30 pm	7	LIDC; Library	Upload data from the questionnaires; Meeting with Doug to discuss about the main projects of the research centre; Take notes from readings; I prepared the next activities and meetings of the centre.	
7 th Oct 15	09:30 – 06:00 pm	8	Library; LIDC	I continued the readings and took notes; I studied all the materials related to the <i>Makutano Junction</i> Project	<i>Makutano Junction</i> is a project that aims to promote knowledge about the daily life in Kenya, through a soap opera, operating as an ICT tool to promote global learning ¹⁰⁵ .
8 th Oct 15	11:00 – 06:30 pm	7	LIDC	I undertook some readings and took notes.	Meeting through <i>skype</i> with my academic supervisor from University of Porto, Portugal, for catch up and to talk about what I am doing – and what I will/should do – in my internship.
9 th Oct 15	10:00 – 05:30 pm	7	Library; LIDC	I finished of updating the information from the questionnaires; I read articles and I took notes.	

¹⁰⁵ More information at: <http://www.makutanojunction.org.uk/>.

10 th Oct 15	09:30 – 06:00 pm	8	LIDC	I studied the project “ <i>Schools for Future Youth – methods and support for improved youth participation in European School education</i> ” (SYOUTH project); I looked at the main tasks that the DERC will undertake in this project.	“Schools for Future Youth” is a project led by Oxfam GB, which main goal is promote active participation around global issues through YPGC methodologies (Young People as Global Citizens).
13 th Oct 15	09:00 – 06:30 pm	8	Home; Library	Finish the readings of some articles about Global Education; Take notes from the readings.	
14 th Oct 15	08:30 – 05:00 pm	8	Library; DERC	Finish the weekly report activities; Summarise of the main bibliography that I read.	Doug offered me his recent book: “ <i>The theory and Practice of Development Education. A Pedagogy for Global Social Justice</i> ”.
16 th Oct 15	09:00 – 05:00 pm	8	The Royal Geographical Society	GLP Expert Centre National Conference from the Global Learning Programme (GLP).	I attended the GLP seminar in order to help Doug promoting DERC’s work and I have the chance to participate and learn with the professionals involved in the GLP.
17 th Oct 15	09:00 – 13:00 pm	4	LIDC	Selection and study of some material to read, including bibliography and educational materials for teaching support from Oxfam GB.	
20 th Oct 15	09:30 – 17:00 pm	7	LIDC	Analysis of the references/evidence that France (DERC Researcher and Leader in GLP programme) send me for the SYOUTH project; Read the abstracts and download the documents.	Enrolment in the platform ‘Edu.com’.
21 st Oct 15	09:30 – 17:00 pm	7	LIDC	I read the MJ project (application form) and I looked at what is missing in terms of information (documents) related to the project; Realisation of a summary of all the information.	
22 nd Oct 15	09:30 – 06:00 pm	8	LIDC	I continued working in the MJ and SYOUTH projects (research and documents’ analysis).	
23 rd Oct 15	09:30 – 05:00 pm	7	LIDC	SYOUTH analysis (of the application form); Test with ASANA for the team work; Read an article about Global Citizenship.	“ <i>Global Citizenship: A Typology for Distinguishing its Multiple Conceptions</i> ” from Laura Oxley and Paul Morris. I started to work with ASANA, an ICT tool for teamwork.
24 th Oct 15	09:30 – 06:30 pm	9	Birkbeck College	Forum on Higher Education and International Development (UKFIET).	
27 th Oct 15	09:30 – 07:00 pm	9	LIDC; Library; IOE	Reception of Madaglena, an academic visitor from Poland; Enrol at some IT courses for the further analysis on the projects that DERC is involved; Doug’s launch book.	
28 th Oct 15	09:30 – 07:00 pm	9	LIDC; Library	Meeting with Doug; <u>EndNote course</u> (IT services); Read an article about active citizenship on young people though ICT’s.	Response to a call for papers that is being promoted by the IAPSS (International Association of Political Science Students) for the World Congress 2015 on the subject ‘Politics of Conflict and Cooperation’ (London, 2015). <i>I was accepted.</i> Article: “ <i>The use of ICTs to facilitate engagement and Active Citizenship between Young People in the Global North and Global South</i> ”, submitted as a draft from Oxfam Australia (Daniella Ben-Attar).
29 th Oct 15	09:30 – 06:30 pm	9	Library;	Seminar at UCL Institute of Child Health, about ‘Global Citizenship’, with discussion about the Laura Oxley’s most recent article.	I applied for an online course called ‘ <i>Global Education: The Intercultural Dimension</i> ’. <i>I was accepted.</i>

			UCL Institute of Child Health		
30 th Oct 15	09:30 – 07:00 pm	9	Library; LIDC; IOE	Celebration of a well-succeed doctoral examination; Attend to the seminar “ <i>Education and Ethno-politics: The role of Identity in the Iraqi school system</i> ”.	
31 st Oct 15	09:00 – 01:00 pm	4	Home	Read some educational materials from Oxfam and Bond (Bond report, 2014).	Response to the call for papers from the Conference ‘Going Global’, promoted by the British Council. Accepted as a poster with a fee of minimum £400. <i>I rejected.</i>
3 rd Nov 15	09:30 – 18:00 pm	8	LIDC	Readings about Global Education and Citizenship Education for the SFYOUTH project.	
4 th Nov 15	08:00 – 05:00 pm	9	LIDC; IOE	Readings for the SFYOUTH project; LLAKES event about social indicators of English society.	
5 th Nov 15	08:30 – 6:00 pm	9	LIDC	Readings for SFYOUTH project.	
6 th Nov 15	09:00 – 07:00 pm	10	LIDC; Think Global building	Commence of the literature review for SFYOUTH project; Meeting with Douglas Bourn and the GENE team; Meeting with Think Global (NGO)	
7 th Nov 15	08:00 – 05:00 pm	8	LIDC	Working on the literature review for SFYOUTH project.	
10 th Nov 15	09:30 – 06:00 pm	8	LIDC	Working on the literature review for SFYOUTH project; <u>Course: Excel as a database.</u>	
11 th Nov 15	09:30 – 07:00 pm	9	LIDC	Working on literature review for SFYOUTH project; Read the ICSS report from 2009.	ICSS European report available in: http://www.iea.nl/fileadmin/user_upload/Publications/Electronic_versions/ICCS_2009_European_Report.pdf .
12 th Nov 15	09:30 – 07:00 pm	9	LIDC	Working on the literature review for SFYOUTH project.	
13 th Nov 15	09:30 – 07:00 pm	9	LIDC	Working on the literature review for SFYOUTH project (and some suggestions of readings for the other partners).	
14 th Nov 15	09:30 – 05:00 pm	7	LIDC	Conclusion of the provisional literature review for SFYOUTH project.	I sent what I have started to Doug.
17 th Nov 15	09:00 – 07:00 pm	10	Oxfam GB building	SFYOUTH project international meeting.	
18 th Nov 15	08:00 – 06:00 pm	10	Oxfam GB building	SFYOUTH project international meeting.	
19 th Nov 15	09:00 – 02:00 pm	5	Oxfam GB building	SFYOUTH project international meeting.	
21 st Nov 15	02:00 – 07:00 pm	5	Home	MJ project: read all the recent updates and materials.	
24 th Nov 15	09:30 – 05:30 pm	7	LIDC	I helped Clare (DERC’s collaborator) with a meeting.	
25 th Nov 15	09:30 – 05:30 pm	7	LIDC	MJ project meeting;	

26 th Nov 15	09:30 – 06:30 pm	8	LIDC	Work on the Literature review for SFYOUTH project (I studied a report from LSE)	LSE report: http://www.lse.ac.uk/businessAndConsultancy/LSEEnterprise/pdf/YouthParticipationDemocraticLife.pdf
27 th Nov 4	09:30 – 06:30 pm	8	LIDC	I worked on the DERC's digest; I helped Guy with the MJ project newsletter. I produced an excel sheet for students questionnaires analysis (MJ project).	
1 st Dec 15	09:30 – 05:30 pm	7	LIDC	I worked on the DERC's digest.	
2 nd Dec 15	09:30 – 07:30 pm	9	LIDC	I worked on the Literature Review for SFYOUTH project; I supported the “Living Global Citizenship and Intervention partnerships” presentation;	
3 rd Dec 15	09:30 – 05:30	7	LIDC	I worked on the Literature review for SYOUTH project; Study and analysis of the MJ monitoring task sheet (filled by all partners).	
4 th Dec 15	09:30 – 06:30 pm	8	LIDC	I worked on the MJ monitoring task sheet from all partners; Organisation of all information from MJ project into files.	
5 th Dec 15	09:30 – 03:00 pm	5	LIDC	I worked on the MJ monitoring task sheet from all partners; I worked on MJ project: catch up about UK partners' feedback; I helped Clare with a meeting.	
8 th Dec 15	09:30 – 05:30 pm	7	LIDC	Upload of the data related to students' questionnaires from MJ project.	More than 300 questionnaires.
9 th Dec 15	09:30 – 05:30 pm	7	LIDC	Upload of the data related to students' questionnaires from MJ project.	
10 th Dec 15	09:30 – 05:30 pm	7	LIDC	Upload data related to students' questionnaires from MJ project.	
11 th Dec 15	09:30 – 05:30 pm	7	LIDC	Meeting with Ian Warwick, Doug and Frances about the MJ project: we discussed methodology and we shared tasks.	
12 th Dec 15	09:30 – 06:30 pm	8	LIDC	SFYOUTH project skype meeting; Work on students' baseline questionnaires in uploading data from MJ project; Collect information about UK schools involved on the MJ project.	
15 th Dec 15	09:00 – 07:00 pm	9	LIDC	Upload of the students' questionnaires from the MJ project and categorise some of the data; Meeting with Doug about next steps, namely related to my tasks during my internship.	
17 th Dec 15	02:00 – 05:00 pm	3	Home (Portugal)	I started to collect information about international consultancy from other members of our department.	
Christmas Break					
8 th Jan 15	03:30 – 07:30 pm	4	Home	Check all emails and documents sent in Christmas and in the beginning of January; Brief chat with Guy Benton and Doug Bourn to discuss the next events.	
9 th Jan 15	09:30 – 05:30 pm	7	LIDC	All day meeting about the MJ project.	
12 th Jan 15	09:30 – 05:30 pm	8	LIDC	Finish the collection of the international consultancy data from other members of the department;	

				Meeting with Doug about my next steps and arrangements for travels (Warwick, Poland and Arezzo, Italy); Work on the literature review for SFYOUTH project (made some readings about the concept of 'Global Citizenship');	
13 th Jan 15	11:00 – 07:00 pm	8	Home	Skype meeting about SFYOUTH project; Finish the interim report with my last internship activities; Arrangements for the travels for Warwick, Poland and Italy; Work on the Literature review and check documents of the SFYOUTH project.	Article read in http://www.ceps.eu/files/book/1886.pdf ; Books: (i) <i>Liberal Democracy, Citizenship and Education</i> and (ii) <i>The Political Theory of Global Citizenship</i> .
14 th Jan 15	09:30 – 09:30 pm	12	LIDC Warwick University	Work on the literature review for SYOUTH project; Search for flights to Poland (MJ project) and Italy (SFYOUTH project); GLP training session at Warwick University.	
15 th Jan 15	08:30 – 09:30 pm	12	Warwick University	Training session at Warwick University; Update data from teachers with the <i>Fronter</i> ¹⁰⁶ .	
16 th Jan 15	08:30 – 05:30 pm	9	Warwick University	Training session at Warwick University; Update data from teachers with the <i>Fronter</i> .	
19 th Jan 15	08:30 – 05:30 pm	9	LIDC	Work on the Literature Review for SFYOUTH; Meeting with Ian about the MJ project: evaluation process, meeting in Poland and next steps in the analysis and writing process; Meeting with Doug to catch up about Literature Review for SYOUTH project, about meeting in Poland.	Skype meeting with my supervisor from the University of Porto.
20 th Jan 15	09:00 – 01:00 pm	4	Home	Work on the Literature Review.	
21 th Jan 15	09:00 – 10:00 pm	13	LIDC Warwick University	Checked some documents for SFYOUTH project (print, organize and catch up); Worked on Literature Review for SFYOUTH project; Training session at Warwick University.	
22 th Jan 15	09:00 – 09:00 pm	12	Warwick University	Training session at Warwick University; Update data from teachers with the <i>Fronter</i> .	
23 th Jan 15	09:00 – 05:00 pm	8	Warwick University	Training session at Warwick University; Update data from teachers with the <i>Fronter</i> .	
26 th Jan 15	09:00 – 05:00 pm	8	LIDC	Work on the literature review for the SFYOUTH project;	
27 th Jan 15	09:30 – 06:30 pm	9	LIDC	Work on the literature review for the SFYOUTH project; Meeting with Doug and Guy to book flights for my travels; Learn how to work with the <i>Survey Monkey</i> .	
28 th Jan 15	09:30 – 06:30 pm	9	LIDC	Work on the literature review for the SFYOUTH project;	

¹⁰⁶ *Fronter* is an online platform for share education resources, to participate in forums and contact other users. The users are connect inside one project (in this case, GLP) and are organized according to their schools ('rooms') and connection areas ('corridors'). Website address: <http://com.fronter.info/>.

29 th Jan 15	08:30 – 03:30 pm	7	Home	Work on the literature review for the SFYOUTH project; Prepare a document about the UK status for the MJ project (to the meeting, in Poland).	
30 th Jan 15	09:30 – 05:30 pm	8	LIDC	Prepare a document about the UK status for the MJ project (to the meeting, in Poland); Catch up about all last information from the MJ and the SFYOUTH projects; Meeting with Doug.	
02 nd Feb 15					Travel do Poland (Warsaw)-
03 rd Feb 15	09:30 – 9:30 pm	12	Warsaw	Meeting in Poland about the MJ project.	* The number of hours include the time to have meals together.
4 th Feb 15	09:00 – 09:30 pm	12	Warsaw	Meeting in Poland about the MJ project.	Places: <i>Partners Polska Foundation</i> (PPF) + office of United Nations Global Compact Network).
5 th Feb 15	09:00 – 10:00 pm	13	PPF office	Meeting in Poland about the MJ project	
6 th Feb 15					Travel back to London.
7 th Feb 15	10:00 – 06:00 pm	8	Home	Prepare SFYOUTH meeting	<i>At a Saturday.</i>
8 th Feb 15					Travel to Italy (Florence, Arezzo).
9 th Feb 15	09:00 – 10:00 pm	13	Arezzo	Meeting in Italy for the SFYOUTH project	* The number of hours include the time for have meals together.
10 th Feb 15	09:00 – 10:00 pm	13	Arezzo	Meeting in Italy for the SFYOUTH project	
11 th Feb 15	09:00 – 10:00 pm	13	Arezzo	Meeting in Italy for the SFYOUTH project	
12 th Feb 15	09:00 – 10:00 pm	13	Arezzo	Meeting in Italy for the SFYOUTH project	
13 th Feb 15					Travel back to London.
14 th Feb 15	09:00 – 06:00 pm	9	IOE	Doctoral Research Seminar (support)	<i>Saturday all day.</i>
15 th Feb 15	09:00 – 02:00 pm	5	IOE	Doctoral Research Seminar (support)	<i>Sunday morning.</i>
16 th Feb 15	10:00 – 06:00 pm	8	IOE Library; LIDC	Accountancy task (from Italy and Poland)	
17 th Feb 15	10:00 – 06:00 pm	8	LIDC	Arrangements for the new visiting academic member from Slovakia; Meet with Doug Write notes from the Doctoral Research Seminar Continue accountancy task; Update 'report activities document'.	
18 th Feb 15	10:00 – 06:00 pm	8	LIDC	Work in Global Education – International Agendas settings/guidelines.	
19 th Feb 15	10:00 – 06:00 pm	8	LIDC	Meeting with Doug; Accountancy task.	
20 th Feb 15	10:00 - 05:00 pm	7	LIDC	Accountancy task; Work in Global Education – International Agendas settings/guidelines.	
21 st Feb 15	09:30 – 06:00 pm	8	Home	Work on Global Education theme – International Agendas settings/guidelines.	Work for the IAPSS World Congress but also for my Final MA report/thesis
22 nd Feb 15	09:30 – 06:00 pm	8	Home	Work on Global Education theme – International Agendas settings/guidelines.	Saturday

23 rd Feb 15	09:30 – 06:00 pm	8	Home	Work on Global Education theme – International Agendas settings/guidelines.	Sunday
24 th Feb 15	09:30 – 06:00 pm	8	Home	Work on my final report.	
25 th Feb 15	09:30 – 06:00 pm	8	IOE library	Work on my final report.	
26 th Feb 15	09:30 – 06:00 pm	8	IOE library	Work on my final report.	
27 th Feb 15	09:30 – 06:00 pm	8	IOE library	Work on my final report.	
2 nd Mar 15	09:30 – 06:30 pm	9	LIDC	Read the last report from the Connecting Classrooms (Professional Development Evaluation for trainees), a programme promote by the British Council in the UK; Study the interview model (Connecting Classrooms); Analysis of students' survey (SFYOUTH project); Sort the catering service for a seminar promoted by the DERC; Arrange room for a meeting (to the DERC); I also started an interview for Connecting Classrooms Professional Development Evaluation (then postponed for 3 rd Mar);	
3 rd Mar 15	09:30 – 06:30 pm	9	LIDC	Sent some notes about the students' survey (SFYOUTH project); Arrange seminar promoted by the DERC; 3 interviews from the Connecting Classrooms Professional Development Evaluation programme.	
4 th Mar 15	12:00 – 06:00 pm	6	LIDC	Update notes from the three interviews and sent to Doug; Make other 3 interviews also to Connecting Classrooms activity.	
11 th Mar 15	09:30 – 05:30 pm	8	LIDC	Update notes from the last 3 interviews from Connecting Classrooms activity and sent to Doug; Check Ian's questions guide to the evaluation plan for the MJ project.	
12 th Mar 15	08:00 – 8:00 pm	12	LIDC	Quantitative and Qualitative analysis to students questionnaires from the MJ project; Summary of the work from all the UK DEC's that are working with the MJ project; Check Guy's emails to see the enrolments for one of the DERC's seminars; Update enrolments on the next GLP training event; Produce and send a document to all UK partners on the MJ project, with contextual data to them analyse, rectify and/or add more information.	
16 th Mar 15	10:00 – 20:00	10	IOE library IOE main building	Work on the paper to present at the IAPSS World Congress; Work in my thesis project (skype meeting with my supervisor from University of Porto). Help in the presentation of the MA in Development Education and Global Learning in the 'open day' of the IOE;	
17 th Mar 15	10:00 – 20:00	10	Home	Work in the paper to present in the IAPSS World Congress; Work in my thesis project.	
18 th Mar 15	10:00 – 08:00 pm	10	Home	Work in the paper to present in the IAPSS World Congress; Work in my thesis project.	
19 th Mar 15	10:00 – 08:00 pm	8	LIDC	Quantitative and Qualitative analysis of the students' questionnaires from the Makutano Junction project;	

				Conduct an interview for the Connecting Classrooms activity and send the notes.	
20 th Mar 15	10:00 – 08:00 pm	8	LIDC	Quantitative and Qualitative analysis to the students' questionnaires from the MJ project; Read and analysis of the final report for the British Council activity 'Connecting Classrooms'.	
23 rd Mar 15	10:00 – 05:00 pm	7	LIDC	Prepare Report Activities document to send to Doug; Prepare the next training event on the Global Learning Programme, in Warwick; Analysis of the MJ Final Narrative Report.	
24 th Mar 15	09:00 – 02:00 pm	7	LIDC	Meeting with Ian to discuss the MJ final evaluation and reporting. Work on the SFYOUTH project: analysis of needs.	
25 th Mar 15	08:30 – 09:30 pm	13	Warwick University	Training session at the Warwick University for the GLP.	
26 th Mar 15	08:30 – 09:30 pm	13	Warwick University	Training session at the Warwick University for the GLP.	
27 th Mar 15	08:30 – 05:30 pm	9	Warwick University	Training session at the Warwick University for the GLP.	
30 th Mar 15	10:00 – 06:00 pm	8	LIDC	Read and analysis of some parts of what will be the UK narrative for the MJ final report (with suggestions).	
31 st Mar 15	10:00 – 06:00 pm	8	LIDC	Analysis of more questionnaires for the MJ project; comparison with the results from the first questionnaires that I analysed.	
1 st April 15	10:00 – 01:00 pm	3	LIDC	Read the notes from the last UK meeting on the MJ project.	I did not attend the meeting because I was supporting the GLP training event in Warwick.
13 th April 15	09:30 – 07:00 pm	9	LIDC; IOE library	Meeting with Doug about my internship and on the final SFYOUTH literature review; Work on my presentation for the IAPSS World Congress.	
14 th April 15	09:30 – 07:00 pm	9	IOE library	Work on my final report; Work on my presentation for the IAPSS World Congress.	
15 th April 15	09:30 – 07:00 pm	9	IOE library	Work on my final report; Work on my presentation to the IAPSS World Congress;	
16 th April 15	09:30 – 07:00 pm	9	IOE library	Work on my final report;	
17 th April 15	09:30 – 02:30 pm	5	IOE library; LIDC	Work on my final report; Meeting with Tristan Mccowan about my thesis project.	
21 st April 15	10:00 - 17:30	7	LIDC office	Read Ian's Report enclosed (with suggestions); Case studies analysis from each county participating in the SFYOUTH project and organisation of a summary of all.	
23 rd April 15				School of Democracy (Italy).	
24 th April 15				School of Democracy (Italy).	

25 th April 15				School of Democracy (Italy).	
27 th April 15	09:30 – 07:00 pm	9	LIDC office	Case-studies analysis from each county participating in the SFYOUTH project and organisation of a summary of all; Meeting with Doug; Summary of every theme from the <i>International Journal of Development Education and Global Learning</i> ;	
28 th April 15	10:00 – 06:00 pm	8	LIDC office	Summary of every theme on the <i>International Journal of Development Education and Global Learning</i> ; Final amendments for the SFYOUTH literature review.	
29 th April 15	10:00 – 06:00 pm	8	IOE library	Work on my final report; Final amendments for the SFYOUTH literature review.	
30 th April 15	10:30 – 03:30 pm	5	LIDC office	Final amendments for the SFYOUTH literature review.	
7 th May 15			LIDC office	Meeting with Doug on the final literature review for the SFYOUTH project and for my final report.	
2 nd June 15				Attend one DERC's seminar.	
18 th June 15				Attend one DERC's seminar.	

4. Observation Notes

4.1 International meetings

International meeting: London (3-day meeting)

Project: SFYOUTH

London, 17th November 2014

This meeting in London was the first meeting of the *SFYOUTH project* and also my first international meeting. When all people arrived, we started to present ourselves and our major role in the meeting, in its first day. The leading and responsible person to organise all the schedule was a representative from Oxfam GB; is Oxfam the organisation that is leading the project and was in its facilities that we had the first international meeting of the project.

Then, we introduced our own educational contexts, particularly in terms of Education Systems and policies (and politics) of Education. After the sharing process and the generated discussion, we had the chance to review the *Theory of Change* that will connect the goals, the target-groups and outcomes of the project. We started to discuss through post-its, in order to express our main ideas. We used a *Casual Diagram* and, in pairs, we discussed the diagram and the changes/improvements that we could introduce. In that morning we also discussed the ‘stakeholder mapping’, led by our partner from Poland and also the Risk Analysis at the end of the morning.

After lunch we discussed our external communication plan and dissemination strategy, as well as our website plans, part led by Oxfam GB and CARDET simultaneously, this last that will be responsible for the website. In the afternoon, Doug Bourn joint us to discuss the Literature Review that DERC was responsible to produce, according to the national educational needs of each county and their experience in Global Citizenship themes. In this day we also spoke about the future workshops (in terms of content) and the Young Ambassadors Groups (YAGs), the central element of this project.

I participated in all discussions and make my contribution through working in pairs or individually. Until this moment I did not meet any partner before, so was quite challenging for me to express myself in English and make a positive contribution to what we were discussing.

London, 18th November 2014

Tuesday morning was reserved to visit a school where Oxfam will have a group of young ambassadors (YAG), that will work on global issues with the support from teachers and other school staff. We had the chance to see a School Assembly, we made a tour around the school and we visited some lessons to meet the people of the school. We met the head teacher and the YAG. We had the incredible chance of share reflections about this project with a group of young ambassadors and we were amazed with their enthusiasm and care about global issues. Afterwards, we had lunch at the school and we came back to the Oxfam office. There, we discussed the *resources bank* (the materials to apply into the sessions with the future YAGs). After that, Doug and Frances Hunt, another collaborator from the centre, joined us to discuss the *Monitoring and Evaluation Strategy* and the *Learner Outcome Matrix*, that are also DERC's responsibilities. For last, all partners discussed the *Hub School(s) Engagement Plan(s)*.

I continued to participate in all discussions, in the school but also at the office, where we defined our future plans to promote this project in practice across the four countries involved.

London, 19th November 2014

The last day of meeting was a bit shorter. We started to discuss hypothetical ways to approach and reach governments across the four countries. For other words, the way we could *escalate* the highest levels of decision through a wider and stronger impact on schools, in every country. We also discussed a few bureaucracies as the contract, the budget and our work plan as well through a specific calendar with pre-defined timelines and deadlines. We also discussed a few things related to the monitoring, reporting (6 months), quality assurance and efficacy. We spoke about translation issues and how we will organise the contents of the website, materials etc, as well as our further plans (including next meetings and/or Skype calls).

Personal reflection: This three-day meeting was my first international meeting and also represents my first time integrating an European project, with so many international stakeholders involved, some of them with a long and wider experience in working in 'Global Education' themes. In this sense, all of this was a big challenge for me, particularly due my lack of confidence that inhibited me a couple of times to spoke out loud, fearing the possibility of being wrong or even disconnected with what everyone was saying.

I read everything that I had in terms of conceptualisation of the project, however is always much harder when we are discussing something with experts and practitioners with long years of experience, and we need to integrate the team trying to contribute as better as possible. I was also afraid to fall into academic redundancies of very well-written sentences, without any connection with reality. What else did I know about Global Education after all, despite what literature have

said? I was quite ashamed of my English, but I believe that all partners understood what I meant in all situations. The other “barrier” for me was try to keep up everything they discussed, which sometimes was quite difficult due the fact that we had timelines for all the issues to discuss, what originated a very hard chronogram to fulfill. To be honest, I was very tired in the end of the meeting, but strongly motivated to contribute to DERC’s work in this project.

International meeting: Italy (5 days meeting)

Project: SFYOUTH (2nd international meeting of the project)

Arezzo, 9th February 2015

We started the session in the ‘*Casa della Cultura*’ with an activity of self-presentation called ‘A Facebook page’. Then, in order to ‘*break the ice*’, we made a second activity where we should write in *post-its* our main expectations, contributions and fears in relation to our weekly meeting. Finally all attendees made a self-presentation and, in some cases, the presentation of the institution that they were representing (in my case I was representing the DERC). After this, Oxfam GB through its representatives, presented the outputs they want to reach with our meeting. They were the following ones: (a) to report the ‘needs’ of the project, (b) to discuss the toolkit for teachers, (c) to discuss the toolkit for young people (that will be in the format of ‘app’), (d) to debate the website and our internal communication, (e) to discuss the literature review that has been producing by DERC (which was my responsibility) and (f) to emit a couple of policy recommendations through our communication and dissemination plans.

These goals were important to help teachers to use global citizenship in schools, to improve both ‘formal’ and ‘informal’ education (developing motivation skills, civic engagement), through *Young People as Global Citizens (YPGC)* methodologies, in order to students reach the so called ‘transversal skills’ by debating global issues. For other words, “skills that young people/students can use in all dimensions of their lives”. Our targets were fixed in reach 500 schools, 2000 teachers and 50 000 young people, across the 4 countries involved. The methodologies will be adapted according to the different countries and having in consideration the specificities of each Education System through national case-studies that, as a DERC collaborator, were already analysed by be.

Afterwards we discussed the toolkits for teachers and young people. The main goal of this tool is help teachers to conduct sessions about global Issues, especially when the curriculum do not incorporate itself Global Education contents. One of our main objectives will be the creation by root of our own toolkits, so the next meeting days will be very important to discuss methodologies

and contents for create them. The participation of all is absolutely important because these tools should be meaningful to teachers and, by extension, their students.

The project should implicate all members of school communities, such Head Teachers, Local Authorities, Ministries, Subject Associations and Teachers Unions.

We made a ‘relax exercise’ and we continued with the discussion about how could we put in practice GE contents in schools, especially embedded into the curriculum.

Arezzo, 10th February 2015

On Tuesday we visited one hub school, that is a School of Arts. Richard (Oxfam GB) started with a presentation about the project. Then, spoke the head teacher of the school and the secretary of education of Arezzo. Students and teachers were also in the session and students showed us the school and the kind of work they do there. After lunch, John (Oxfam GB) led a session where we discussed some activities that teachers could do in their classrooms, in order to tackle global issues across their disciplines. We also discussed about the hypothetical ‘gaps’ (bricks) and ‘resources/strategies’ (hammers) that teachers might face in their own contexts.

In the end of the afternoon we went to a computers room, in the school, and we explored the website. We created our own accounts and the features and mechanisms of the website, in order to see if it was intuitive, well-organised and if we need to change and/or add something else. We made some comments about the website and we reported to the representatives of CARDET, the organisation that is leading the construction of the website.

Florence, 11th February 2015

Wednesday morning we visited a Trade Union from the ‘left side’ in Florence, in order to discuss the ‘future workshops method’. The strategy presented by the speaker is based on the following procedures: (1) criticism, to promote reflection and discussion; (2) make a proposal, with ideas to try to solve problems already identified in (1) and (3) evaluate the feasibility of the proposal. Students could start the discussions with a *brainstorming* activity for example, to identify the most important concepts. At the proposals level, teachers should explore all the topics discussed and leave pupils explain what they think about the topic(s), outlining the ‘Why?, What? And How?’. Pupils must have time to discuss in small groups their ideas. The groups could be arranged depending of the particular interests of each pupil.

Finally, we discussed how incorporate this methodology into the curriculum. We analysed this by country group and some ideas came out, such for example, create a discussion in Maths class, working with statistics and developing indicators to raise consciousness with theoretical support from discipline contents.

During the afternoon we enjoy the time to visit some places in Florence, as the 'social programme' of the week.

Arezzo, 12th February 2015

On Thursday, teachers started to answer the surveys delivered by France Hunt, a collaborator from IOE, and the majority of the partners discussed the literature review that IOE team collected so far. The literature review was presented by me, which was very challenging but helpful at the same time, because made me feel prepare in presenting ideas, answering questions and generating collective reflections. Then, we joint teachers in our meeting room (in the 'House of Culture') to discuss a few things related to the next activities/steps. Was decided that was a good idea promote two actions in the next four or five months. Is important that teachers and pupils have some time to undertake the activities and have also time to reflect and share ideas/thoughts. Will be positive that all teachers share the same issue, in order to have an easy way to compare the outcomes.

Then we discussed in small groups some activities that might be interesting for pupils, such for example an activity with photos about inequalities around the world. Students should look at them reflect in group and create a scheme with positive/negative things related to those contexts. They also can do role-plays where each one of them can take part as a specific person who is representing a particular 'body of interest' such NGO's, Governments, Community Representatives and so on, and they should perform as they were trying to solve a problem. Will be important also show some videos about different realities to pupils develop what I personally call of the 'empathy to the cause', an emotional response to a problem, as a very important process to promote engagement.

Oxfam has a large resources bank, whose materials are very important to teachers when they are working with their students about global issues. John, from Oxfam GB, showed us some examples from this bank and also taught us how to work with some games/activities, how to establish priorities during the interaction with students/trainees, under an attractive strategy with participatory pedagogy activities. Each county also presented some activities that they undertake in their own contexts.

The last activity was the analysis of the 'learner outcomes' produced by Frances from IOE. We discussed in groups of two people and, depending on the question that Fran gave us to include in the discussion, we switched among us to share our perspectives with different people.

Personal reflection: Was a huge pleasure to me be part of this team and contact with this project. It was very well-organised, with a clear understanding about its purposes, target-groups, issues, resources and the activities that will lead us to reach the outcomes that we set up in our response for the project call. There are several things that need to be arranged, a plenty of

documents to study and analyse. Anyway, this experience has been very important to me, and this project a very good example how a well-succeed project (at least until now) looks like.

My main role has been preparing, with Douglas Bourn, the literature review that will sustain, support and explain – as evidence – the needs, causes and consequences of embedding Global Citizenship contents in schools, across curriculum, under participatory methodologies for young people.

The presentation of the literature review was good, I believe, but my main feedback was that they want something more specific and especially focused on ‘Global Education’ needs in schools, which means that we need to narrow the scientific information that we have been collecting. We also should focus on Global Citizenship Education, its promotion in schools across the European Union.

I just have finished my contributions to the literature review in the end of the internship because a range of things happened and I was called to participate in several activities and to support different fronts. What I do believe is that I made my best effort to contribute, positively, to DERC’s work. Probably I could have made more, but I feel that I put my best effort in all the activities that I got involved in, which is the most important element of learning: develop self-motivation to work with quality and in a fast-high level environment.

International meeting: Poland (3-day meeting)

Project: Makutano Junction Project

Warsaw, 3rd February 2015

In the three-day meeting we discussed several themes related with the theoretical approach and the methodologies of implementation of *Makutano Junction* (MJ) contents with pupils. In the first day we started to discuss about the trip that some members of the team made to Kenya (October 2014) as one of the planned activities to do with teachers/educators. The partners were very excited when talking about the trip because, as they reflected, that experience changed teachers’ perspectives about Kenya and increased the importance that they give to Global Education themes. The partners also mentioned a few negative points that had to do with travel and food arrangements, but as general conclusion, the visit to Kenya was very productive especially in ‘changing mentalities’. We continued to discuss some Kenyan issues such poverty, development indicators, political and structural difficulties in disseminate education.

Afterwards, each partner gave its feedback about the current status of the project in each country. We also took the opportunity to share some concerns related to the project and the

linkages that we should create among us (partners) but also with other partners in developing countries, having in consideration the mutual positive effects that such link can create.

After that, Anielka, from Poland, that was leading the session, started to present the programme and some additional information for the next few days.

All partners seemed very excited about the possibility to extend the project to one more year, under the argument that would be vital to children and young people develop their consciousness about global issues.

Warsaw, 4th February 2015

In the following day we discussed mainly the student events (the final stage of the project), where pupils should demonstrate, through different activities, the knowledge and personal skills/values that they achieved with MJ project. We all agreed in promote 'frozen activities' as a campaign activity, to show concern about social injustice, inequalities and differences among North and South countries. Estonia, Bulgaria and Poland will have their student events in the same day, but in UK the events are being leading by different development centers, so they will occur in different days and the activities will be very different from the other countries.

We also had the chance to discuss other activity for students, previously defined in the project, that aimed to motivate students to produce videos about global issues or themes about Kenyan daily life. We conclude that the target of 100 videos for the challenge (pre-defined target), across the four counties, would be unrealistic, but we believe that we should continuing to encourage students to send the videos until the end of March, as 'homework'. The strategy will be motivate students to be involved in this sort of activities.

We also discussed about different ways, depending of the country, to disseminate MJ project (purposes and tools) in order to raise the involvement of national authorities such governments and national leaders, in the areas of education and/or foreign affairs. Was very clear that reach governments is relatively easy to some countries, but the same does not happen in the UK. In this last one, the involved national practioners usually attend conferences or work with national advisors that are will to get involved in this sort of projects, as the Consortium of Education Centres is example. In the UK, has been also very common disseminate the project due a regular newsletter, which is delivered in a quite large DERC's database, that includes a range of contacts of Global Education practioners around the world.

In the afternoon we went to the United Nations office, in Warsaw, in order to talk about the project 'Global Compact'. This project is a "(...) strategic policy initiative for businesses that are committed to aligning their operations and strategies with universally accepted principles in the areas of human rights, labour, environment and anti-corruption. By doing so, business, as a primary driver of globalisation, can help ensure that markets, commerce, technology and finance

advance in ways that benefit economies and societies everywhere” (cit. website). The experience was very fruitful, particularly because this project brings sustainability and business together.

Warsaw, 5th February 2015

Finally in Thursday, last day, we talked about the final report and the strategies that we should undertake to get evidence to the project. Ian Warwick, an external evaluator from IOE, led the session and asked me to help him in speaking with each partner individually to ask a few questions related to what their countries have been doing in relation to MJ and how can we, feasibly, work with this evidence in order to support the achievements that we mentioned we would achieve in the initial proposal of the project.

In the UK we used a questionnaire for students, in order to have some statistics that support the feedback from students in relation to their main idea about Kenya, but this tool was never applied in other country contexts. That could have to do with the fact that the UK is working with primary children and the other countries with secondary students. However, the main evidence that we could find regarding the feedback from students were some draws from students answering the question “what can you see in Kenya?” The partners from other countries told us that they would be interested in using this questionnaire, to have some final feedback (despite the fact that is not appropriated to the age of a secondary student, in my perspective).

In Friday each partner arrived for its own country.

Personal reflection: My main role during this international meeting was to take notes about each country status in the project and asked a few questions about the evidence they already collected – or should gather in the next couple of months – in order to write the final report, process that is being leading by Ian Warwick as mentioned before. The final report should include the major differences among the countries involved, in order to explore the discrepancies of results and, also, incorporate their main commonalities. We will do this through small case-studies, in order to disseminate ‘best practices’.

Concerning to student events, I cannot see an explicit purpose to promote the ‘frozen’ activity. Was not clear to me how they will do this, or even why they will, because I cannot see the pedagogical long-term effect of this activity. I asked what they want to do precisely, but the other partners did not give me any conclusive feedback, maybe because they want to discuss this with teachers and children/young people.

Other aspect that caught my attention was the lack of communication among the different countries during this project. How can they never saw the questionnaires applied in the UK? How can they do not know how many schools and peoples are involved or how many sessions and during how many hours teachers used MJ tools? My role was help Ian to get this information. We have some approximate numbers but hopefully we all have more concise ones hereafter.

All of this seemed to me quite disconnected, particularly because information was completely spread, in my opinion. However, I believe that every partner made a huge effort in this meeting to get things done.

In conclusion, I agree that the project is very interesting and that all partners are doing the best they can do to make this project effective in practice. However, I also believe that they should have started to networking with each other sooner, in order to everyone be aware about what the partner from the other country was doing. But is important to recognise that the person in charge of the project moved out of the IOE, so probably that was one of the main reasons why information was so spread. Also, I agree that two years is a very short time to undertake a project like this, although the second year was dedicated to implement the strategies and methodologies outlined in the first one.



Picture: First day of the Makutano Junction meeting (Poland, 3rd February 2015).

4.2 Summary of the GLP Expert Centre Coordinator Training Event

Summary: I went to Warwick three times in order to support training events of the Global Learning Programme.

The sessions started all in the same day, Wednesday, at 06h30 pm, where all the teachers/educators and national leaders met each other. After the personal presentations (including mine) the sessions started with the discussion about the GLP and how this programme could be implemented and promoted in schools, by all school community.

The methodology that one of the national leaders picked up to start the session was questioning the public about what Global Education might be, as well as this programme. She gave to the audience some time to discuss inside their groups and propose a participatory methodology during the activities in the next couple of days. After that, the national leader in charge showed a video about GLP, where we could see some testimonies from students and teachers that have been working in this programme. Was presented to the audience the *Handbook of the Global Learning Programme* and the national leader mentioned that inside of it would be some resources to help teachers to better understand the programme and how implementing it in schools. From the audience's feedback was clear that one of the main doubts is how should teachers include GLP contents into the official curriculum (the question was methodological, but also in terms of make the contents adaptable and relevant to students).

After this, the audience watched a video called "The danger of a single story", a TED speech by Chimamanda Adichie¹⁰⁷, that was about the importance of questioning our self-assumptions and notions about what happens in the other side of the world, because *there are always more than one single version of the same story*. This is crucial for global learning because the basic principle of Global Education is precisely the importance of be aware and recognise differences and similarities among different countries in the Global South and the Global North, which sometimes could be easier if, as Chimamanda pointed out, literature was available and affordable for all children.

Finished the initial arrangements, including the training schedule for the following days, we went dinner, where we 'chatted' about ourselves and what we think about implementing Global Education contents into the national curriculum.

I must say that was not easy for me at the first time chat with all people because I was not very confident about my English skills which, as I can see now, was totally wrong. After all, the most important thing in speaking another language is feel confident and not be afraid of be judge by others, even if they are absolutely fluent. Also, I was among brilliant and very high-level professionals from the Education sector in England, which made me feel a bit contracted and shy. However, they made me feel so well that I completely left my fears behind.

At Thursday(s), the sessions started with the task of defining Global Education and, especially, how could teachers incorporate this programme in schools. The methodology was based on group discussion and share of ideas and experiences. The teachers have explained their ideas through post-its. After that, *Clare Bentall*, one of the researchers and academics from the DERC, presented a paper written by her and *Douglas Bourn* about Development Education and, in particular, Global Education and its importance in schools. Some teachers asked a few questions, mainly looking for the best way to articulate CPD with GLP contents because, as they mentioned, Global

¹⁰⁷ TED video available on: <https://www.youtube.com/watch?v=D9Ihs241zeg>.

Education is not embedded into the curriculum, as other disciplines are. Then, people were divided into different groups than the first ones and they discussed about the GLP handbook contents, since the description to the materials and resources to improve GLP in their classrooms with the students. During the debate the national leaders also talked about the resources on the website and how teachers could work with it as a tool for improving the learning process. At the afternoon people spread into micro-training groups (in different lectures) in order to show and share their own methodologies to promote GLP in their schools.

In the last day people discussed and shared ideas and experiences of teaching GLP in different areas of study. With the prompting of one of the national leaders, people also started to discuss the GLP methodologies and contents according our globalised society and the challenges that came with it.

The major aim of this session was to help teachers and educators to improve their methodologies, activities and ideas about GLP and, creatively, to endorse new ways of engaging pupils with global issues and arise their awareness about it.

Personal reflection: My main responsibility in the all mentioned training sessions was update the personal details from teachers into the online tool ‘Fronter’¹⁰⁸, an educational resource for education communities to share resources and projects among them. This tool has being developed by *Pearson* and the national leaders asked me to be responsible for this. Was a quite repetitive task but was good for me in a way that I gained some operational knowledge in this kind of tools. I also received the participants, I organised the materials and... observed, which was absolutely important in terms of professionalisation within this area.

I believe that this programme is very interesting for teachers to gain more knowledge about global issues and to disseminate the contents in their classrooms. For pupils have a positive learning process on this kind of issues, teachers should be prepared in advancing the *knowledge*, *skills* and *values* that a global citizen should be equipped with.

According to the feedback from the evaluation forms from teachers, I believe that the sessions were substantially seen as *very good*; the levels of evaluation balanced between 1 (good) and 2 (very good) across all areas of evaluation. The teachers reported that the training sessions were very useful for their future actions as teachers and pointed out that they never imagined that the sessions could be as thoughtful and productive as they actually were. Some of them mentioned that their confidence increased in relation to tackle global issues inside the classroom, as well as their knowledge about the programme itself. They also referred that they have gained knowledge and skills in recruiting partnerships with other schools and was also important for them be aware about experiences from other teachers in other schools.

¹⁰⁸ More details about this tool on: <http://com.fronter.info/>.

They highlighted other technical and logistical processes, as the importance of have the handbooks in hand before the sessions, as well as other important materials in order to prepare the training. Seems that teachers, in general, strongly liked to participate in the micro-training sessions, because they had the chance to stay in contact with concrete and real examples of global learning practices.

Concerning to elements that should be improved, the majority of teachers mentioned that the session was very well-planned, however they also pointed out a couple of problems related to logistics and the timeline they had to discuss everything: too short and too rush, particularly in the last day, when they needed to make the journey back home. In the improvements they also referred the importance of contact with case-studies about the GLP implementation and what other expert centres and schools have been doing; they believe that they should had more time exploring the website and the login details to Fronter, as well as that would be better next time swap across group during all activities, to have the chance to discuss more closely with other colleagues. Have always the same group could be counter-productive or a bit discouraging to speak up/share ideas.

Other comment was related with the importance of get an accreditation for the teacher and/or a certification for the school. Teachers also claimed for the importance of stay in touch and continue to interact. The general final comments were mainly acknowledgements to the staff and the good reflection that the sessions have created, as well as the network that the sessions established. Logistics and timetable also receive some amendments, as stated in other sections.

5. Case-study: Interview Guide (in English)

Development Education and Global Citizenship in England

TOPICS FOR DISCUSSION

Dimension	Topics	Purposes/goal(s)
<i>Descriptive</i>	<ul style="list-style-type: none"> - Organisation, history, scope and work in Global Education. - The work of the organisation in the promotion of Global Education: projects, resources, training, initiatives, but also philosophy(ies), funding possibilities and key-targets. 	For contextualisation purposes.
<i>Analytical</i>	<ul style="list-style-type: none"> - A critical analysis to the current curriculum in terms of development of the Global Education and Global Citizenship. - What are the concerns, barriers or, in opposition, positive changes and engagement from school community (students, teachers, school' boards) – <i>receptivity</i>, generally. - Citizenship curriculum and its global dimension: evaluation from a <i>pedagogical point of view</i> as well. 	Analysis of the curriculum and the acceptance of GE in schools. For analysis.
<i>Pedagogical</i>	<ul style="list-style-type: none"> - Perspectives and data about student' changes (their perspectives, further actions or involvement with global and intercultural issues. 	Analysis of changes; predict future prospects.
<i>Political</i>	<ul style="list-style-type: none"> - The international dimension of GE: influences from Intergovernmental Organisations. <i>Any work from IIO's that has been helping you in tackling this issue (in terms of scientific support, resources, projects or funding?)</i>. - Evaluation of the national involvement of the current Government in this issue (focused on the last years under the current Coalition administration; also would be positive go back to other administrations, considering that the actions of different governments created different policies in this area). - <i>Do you believe that your work as an education stakeholder is replacing the State, cooperating with the State or acting in a different direction of the State?</i> 	The international and national influences on the practice of GE from educational stakeholders side (particularly because since the administration Cameron in 2010, global and intercultural contents have been removed from the citizenship curriculum).

6. Case-study: Interview Guide (in Portuguese)

Educação para o Desenvolvimento e Cidadania Global em Portugal

TÓPICOS DE ANÁLISE

Dimensão	Tópico(s)	Objetivo(s)
<i>Descritiva</i>	A Educação para o Desenvolvimento em Portugal, sobretudo no âmbito da capacitação para a aprendizagem de conteúdos mundiais, entendimento multicultural e cidadania global.	Para contextualização (experiência profissional, projetos e outros programas da área da ED e Cidadania Global).
<i>Analítica e Pedagógica</i>	<ul style="list-style-type: none"> • Uma análise transversal ao currículo atual, particularmente em relação à dimensão da educação para o desenvolvimento e cidadania global. • <i>Pela sua experiência, como avalia a receptividade da comunidade educativa? Quais são as barreiras ou maiores preocupações enaltecidas pela comunidade escolar (vulgo, direção educativa, professores, alunos e eventualmente encarregados de educação) em relação à integração de conteúdos de aprendizagem global? Em oposição, quais os pontos mais positivos identificados pela comunidade escolar em relação ao mencionado tipo de aprendizagem?</i> • Avaliação da educação para a cidadania como dimensão do currículo escolar. 	Análise curricular partilhada.
<i>Política</i>	<ul style="list-style-type: none"> • A dimensão internacional da ‘Educação Global’: influências internacionais (de organizações internacionais intergovernamentais) • <i>A nível nacional, sobretudo tendo em consideração o pós-2011, como avalia o rumo que o Sistema Educativo está a tomar em relação a áreas de formação como a cidadania global?</i> 	Influências externas e internas (dimensão político-analítica). Para contextualização macro.
<i>Análise e Perspectivas futuras</i>	Projeção do futuro da ED e Cidadania Global em Portugal (sob informação de experiências/projetos e estudos anteriores).	Perspectivas futuras para a Educação Global na ótica de especialista.

7. Hard data from the interviews

a) Hard data (with detailed information) from the interviews of England's stakeholders (per dimension)

Global Education overview and History

According to the Education expert and the organisations¹⁰⁹ that I have spoken with, Development Education has emerged in the 1960s when governments started to invest in overseas aid which, by that time, became important “(...) in order to general public understood about what international development was about” (IA). At the same time, several NGO's, very well-known nowadays, started to provide “(...) particularly to young people, awareness about international development” (IA). One of the interviewees (IB) mentioned that actually was by the hand of NGO's as Oxfam, Save the Children and Christian Aid, through their action, backing in the 1970s, to raise money for development, that Global Education emerged. By that time, the government officially recognised the value of educating people for global and development issues, so was visible a growth in Global Education initiatives.

Initially was just to provide information but later became important to generate independent critical resources. This could be considered one *tradition* related to DE/GE (IA). Other *tradition* was more related with an *International Education approach*, where people could learn about the world through different subjects, in order to have an ‘international outlook’ (IA). These traditions became together around the 1980s to configure what we know as Global Education.

A curious aspect was that normally people involved in this kind of work had some international experience through working or being a volunteer overseas in what is called as ‘International Solidarity’, in England's case somehow involved with some work on Latin America. In key-times these issues became known through media, due some triggered interest, which resulted in initiatives as ‘Life Aid’ and ‘Raising Public Appeals Against Famine’ (in one particular case in Ethiopia).

This area always depended of public funding and government funding and support. More Conservative Right-wing governments rather than left-wing governments have funded it. In this sense, “(...) the strength of funding and support on this area of work is often influenced by who is in power politically” (IA). Also, some NGO's as Christian Aid or Oxfam have been dedicating some funding to ‘broader constituency of engagement’ on this area. Notwithstanding, if we evaluate the growth line between around 1975 and 2015, we won't see a linear growth.

Were more DE initiatives in the past and there is a greater need to have more in the future; there are less organisations doing this work in the country today than it had 10 years ago. This is part because of funding, there is a culture of let professionals teach but with no guidance, sometimes

¹⁰⁹ The interviewees are referred under a code that combines an ‘I’ (Interviewee) and an alphabetical letter.

innovation is quite small as well, whereas in the past were a range of innovative projects. The argument is that “there is no money for innovative work, a part from European money” (IA). The major funding and/or leading NGO’s in the field are Oxfam, the Global Learning Programme, CAFOD and UNICEF in some occasions, but “for example ten, fifteen years ago I could told you twenty NGO’s doing work on this area” (IA)... even Development Education Centres were around forty... ten years ago; and now are like fifteen, so there is a significant contraction of organisations and the work with schools.

Global Education within the national context and curriculum

Between 2005 and 2010 the Global Dimension and Sustainable Development were cross curriculum themes, under some concrete guidance and was given greater encouragement to schools to include these themes, even without a specific strategy to implement DE themes (IC). Citizenship became important to include global themes and a lot of people saw global issues reflected in Citizenship curriculum, according to the interviewee IA. Work in these themes has become more difficult, particularly within schools, in the last few years and that is happening for a number of reasons (IB).

In the post-2010 the area of Global Education became more subject and knowledge based and started to be more focused on British structures and institutions (politically) rather than global themes (IA); *curriculum became more simplified and is not promoting broader skills as it should* (IB). The interviewee IC also mentioned that currently is harder to include the Global Dimension because the space that previously had it in the Citizenship Curriculum is not so available. This works against the agenda of organisations that work with GE themes.

Currently, global themes are more embedded into Geography’s curriculum, there are some possibilities in Sciences and in broader Social and Health Education... so there is less opportunity in schools to include global themes. However some Secondary Schools are becoming Academies, so they have more freedom to teach what they like, they do not have to follow the national curriculum. Despite its (small) integration within the formal curriculum, is not compulsory, and is up to schools how they want to teach it. Generally Global Education is not seen as a priority, teachers might use it if they want, so is always uncertain. Also, England’s Education Policy allows, nowadays, schools to become independent and as an independent structure they do not need to follow the curriculum, “they can do what they like”, so the curriculum is not a driver to what schools necessarily do (IB).

The current driver is ‘exams results’ according to the interviewee IB, so examinations became more important than the curriculum in terms of what teachers do. They are much more in competition with each other, schools (“exam factories” (IB)), are now highly influenced by what results say, so the priority is pupils to pass the exams. Passing the exams, other parents are attracted and money for schools goes up.

Development Education ‘agenda’ is becoming less important because educate critical young people is not considered a priority, partially due the influence of an institution called Ofsted, *Office for Standards in Education (IB)*. According to the interviewee IB, Ofsted inspect schools and schools, generally, are ‘terrified’ with the inspection, because it can influence parents’ choice when they need to choose a school for their children. Ofsted used to have criteria on global learning, which almost disappeared. In this sense, schools in order to achieve high standard results in their evaluations are prioritising other areas rather than global learning. The interviewee IC also reflected that *now is harder to include global contents in Citizenship curriculum, particularly due accountability regime that highly influences what happens in a classroom*. Other interviewee pointed out: “Is still challenging for teachers make their own spaces because of the pressures (...) from the accountability regimes” (IC).

To conclude, there is a mixed picture, not everything is bad, particularly in terms of opportunities and some spaces were strengthened.

The interviewee ID reflected that despite the fact that the current administration is narrowing down the curriculum, it provides opportunities for schools that are committed to Global Citizenship. Some are very pleased that this programme is operating. Always is a kind of ‘political battle ground’ (ID).

The previous administration brought the ‘Global Dimension’ and ‘Sustainable Development’ as a cross-curriculum theme; Global Citizenship was represented in Citizenship, where were a lots of opportunities. When the new national curriculum came into force in 2013, was very much reduced, very chronological, based on British history... in Geography were less opportunities to look at ‘distant places’ in Key-stage 3; for example, study about Africa was not encouraged anymore. Some changes were made, even regarding to the major players on the area. Climate change back in a little bit, world’ history came back... but Citizenship itself is not so rich. Citizenship is becoming more minimal, is now focused on British values, understanding the Law. There is less opportunity to the global dimension but still opportunities to look at the citizenship concept in a broader sense. There is also a need to prepare young people for a ‘diverse and modern Britain’ (ID). And the opportunities raise for school that have a good Ofsted inspection.

The Global Dimension can be seen in this context as an eventual driver but within specific and more relate subjects.

Global Education receptivity from teachers and students

Evidence that one of the interviewees picked up, suggests that teachers like this area of work, quite a lot are very interested on that, also because have ‘green light’ to work with the themes (inside the broader Global Education) they are most interested in, which give them some legitimacy in selecting what they prioritise, *because might not be explicit in other documents or policy initiatives what teachers should effectively teach on this area* (IA). However, “some

teachers might find a bit nervous about it because it may require both approaches to teaching and also particular bodies of knowledge that they may not feel so comfortable about, because sometimes this issues can be a bit political, controversial, which may present concerns to teachers and also depends on the nature of pupils in the school, their own experiences and backgrounds with wider world questions” (IA). The interviewee IA gave an example: *if you have a pupil whose parents are refugees or migrants, if the teacher wants to discuss some issue related to that, must be sensitive about it, because it touches personal experiences.*

One of the interviewees, who works for a particular organisation, mentioned that the survey that the organisation has put in circulation allowed to conclude that individual teachers are very often passionate about this subject. This survey concluded that teachers “became teachers to make the world a better place” (IB). Help young people to become *global citizens* is one of the main selected options on the survey, which motivates teachers to actually become teachers. However, unfortunately for those teachers – said the interviewee IB – the things they are judged by is not global learning. So passionate teachers about Global Education could get involved in this sort of issues because they believe it, otherwise they do not need to do it.

Regarding to students, evidence suggests that they like these themes and they learn effectively about it. For example, a lot of young people want to travel when they leave school, they are enthusiastic about it, some of them very passionate about environmental questions for example. The interviewee IA called attention to the dangerous of see global issues as distant, so the challenge for teachers in school is how they can make this relevant to young people’s everyday lives.

The last feedback through a quite old survey reported that students have hunger to know more about the world, so they have a larger interest on these issues (IB). There is also a competition called ‘The Global Educator of the Year’ and the idea behind it, is to recognise educators that have been doing interesting things in the domain of Global Education. One of the criteria is the number of students that nominated their teachers. The last year winner was elected due her/his greater contribution to students’ perceptions about the wider world. The interviewee IB reflected that would be positive to have more direct contact in this area with other organisations and/or individuals and directly with young people as well. According to the interviewee IC, for students GE is something considered very interesting and that they want to learn about, however they also have a lot of pressure to fulfil all the examinations. The interviewee ID interviewed some students regarding to these contents. They are passionate about raise young people’s voice, in make a change in the school and they are aware about their rights (Article 12). These particular group of students made some work in Fair Trade, some work in Brazil (‘a country of two-halves’). There is also an initiative where students discuss every week the news about the world, which is very enthusiastic and motivating for them; they are very keen about these issues. Further activities might be Campaigns group or individual engagement with volunteering.

Also the interviewee ID mentioned that the projects that are applied to primary school contexts are, sometimes, so positively received that students want to continue working about these global issues at the secondary level.

The interviewee IC mentioned that, in terms of receptivity concerning to global issues, it highly depends if we are talking about specific projects or just the attempt to include global contents over the curriculum. If the resources or training made available are free, is easier because schools do not need to pay for it. Schools still continuing to pay easily, for example, improving attainment on maths. This could be considered one of the biggest challenges. For teachers and school leaders, the feedback is that sometimes could be difficult to include these themes at school, despite their clear conviction in Global Education importance... when it is possible to include, normally is at the level of school edges. The organisation represented by the interviewee IC gets some feedback, more from teachers than students and majority of times informally.

The interviewee ID mentioned that the main barrier within schools is time. Teachers want to do this but they are concern about Ofsted inspections and they are afraid to do not have time; the main opportunities might happen if teachers consider if certain global contents can help them in teach what they need to. But if teachers are passionate about it, then they can put it in practice because 'this is really important' or 'this is why I became a teacher' (ID). Some schools also might have international links, which helps... even Catholic schools, which is also positive.

Regarding to students, this feedback comes more often if the projects require accompaniment during a certain period of (long) time. Once students left school become harder to know if what they have learnt had some influence in their choices and further pathways. When is known, normally is when these students communicate by their own initiative.

The interviewee IB mentioned one particular issue that some teachers, as 'advisors', already reported as a concern: there is a raise of xenophobia views that are being articulated by some of their students... a certain anti-immigrant, racist, xenophobic view that is growing, when it was not so verified in the past. Is highly based on what students hear, potentially from parents, media, Facebook and so on. There are also some issues with technology and where people get information from. For example in Twitter, is possible to filter the search according to the opinions that people like or dislike, so what people will get can be a very narrow view, with almost none diversity of opinion.

International influences in policy and practices

In terms of some influence from international organisations the interviewee IA mentioned that is not very clear. Public knowledge that came from an international root was/is still influenced by the *Millennium Development Goals* and activities related to this initiative or even though policy documents and orientations. The interviewee IA does not believe that policy-makers and practioners take in account what happens internationally, so is not possible to say that British

Education is influenced by international guidelines on GE because *England is a country that tries to influence the international scene, and not the other way around* (IA).

The larger international support comes from the European Union and the European Commission... their influence is very positive due the possibility of inclusion of several European countries for cross-collaboration and their help has been very solid, supportive of Global Education, despite some natural disagreements related to some EU strategies on this area.

Relatively to the United Nations, the Sustainable Development Goals, following the MDG's is an excellent opportunity to work under a Global Education perspective, said the interviewee IB. One of the major goals attached to the SDG's initiative is by September, after the formal approval of the mentioned goals, everyone can (formally) start to acquire knowledge about the SDG's. Teachers will have a primary role on that because they should include these theme in their classes, to students be aware about what they are, their importance, what they mean, presenting different perspectives... This is the principal role that the interviewee recognises to the United Nations currently, in terms of influencing education policy and practice. According to the interviewee, though some global issues might arise themes as globalisation, competitiveness and global competencies, as United States of America has been doing through a strategy that connects all America ... the interviewee reflected that will not be a surprise if similar strategies start to arise across other countries.

The MGD's were more focused on aid; the SDG's represent a broader area of development. For the interviewee IC the SDG's might offer opportunities and 'hooks' to address issues related with Global Education. However, the interviewee believes that this should not be overstated because "does not appear explicitly". At some degree is important to learn about these international frameworks and agendas; is important to be positive but also critical about them. The both mentioned initiatives are essential, according to the interviewee, to inform and to inspire, as well as to be informed. For other words, to provide a context where Global Education comes up. The framework is essential, however the interviewee was peremptory in saying that "we are not led by any international framework" (IC), but instead is felt the international focus that its institutional international family has.

One particular indirect effect felt by organisations working on development, has to do with the context created by PISA that inform, for example, the UK Government, schools and parents about students' results, which can redirect the attention to other Education matters, so it is something important to have in mind.

There is a certain 'race' to comparing different levels of achievement, to achieve some international standards particularly in Literacy and Numeracy, said the interviewee ID. Supposedly this is for apply the best strategies, but the reality is that this became a "proxy measure for economy (...) if we have these results, we will have these kind of economy (...) is very instrumental" (ID).

What would be really important is to see what children ask, the questions they come up with... that is really evidence said the interviewee ID. There is also a need to be careful about students responses... is not positive to children incorporate the information that certain answers are right and other are wrong...things that sometimes students do not even understand them.

Moreover, *we should not try to quantify things so much* (ID). Always will be difficult to establish some certain of casual relationship or link regarding global learning. Global Education is about try to capture student's individual thoughts, their soft skills... in order to them be global citizens and actually be active participants in their community, is not just about work. "In the end of the day this is about try to educate more rounded young people" (ID), to the better of the world.

Would be important to have more creative tools of assessment regarding to this area (ID). Global Education is about capturing experiences, feelings, understandings, competences... this is hard to measure.

International and national policy trends are quite related, although in the case of England there is a bit of disconnectedness in the moment. International thinking is around deep leaning skills and the Department of Education seems really interested on that, said the interviewee ID. These international agendas might influence, but the real decision and power is in the Government and also in the Headteacher of the school (speaking in a very local context).

National production on Global Education

"These things are difficult to identify" said the interviewee IB when asked about political influences and support on Global Education in England. What Governments might decide is not necessarily good Education; can be political and/or ideological... or to influence media somehow. The interviewee ID reflected that, as practioners, they need to have a defensive strategy, to guarantee that the school will not have serious problems by eventually choose to discuss certain political issues.

Also, sometimes there are a couple of initiatives, namely someone from the political side is invited to speak about this sort of broader themes...However is difficult to explicitly see it (IB).

Schools want to reach certain standards and eventually they might use global learning as a way to accomplish their concerns, particularly to teachers that find this area relevant or when they are already committed with it. The fact that England is receiving a lot of people from diverse multicultural backgrounds has nothing to do with more or less efforts related to the promotion of Development Education. The education system needs to respond to this situation, but the interviewee doubts that people on Education policy are recognising the positive education contribution, that a classroom full of very different pupils (in terms of background he meant) can have in pupil individual's development... *having children from different cultures in the same space is seen as a challenge, a kind of a problem in this country, rather than an opportunity* (IB).

Within the Government, the Department of Education has been affected by funding cuts and also by the political agenda. The Department for International Development (DfID) budget is highly protected because is committed to spend a certain amount of money on development aid. However, DfID is also committed with the Global Learning Programme in schools, which represents some financial support to Global Education. The main support comes from the DfID because has more money (its budget was increased this year).

Other *driver* that is coming to Global Education direction, according to the interviewee, is the Government be concerned about *young peoples' life experiences*. There is a huge interest for media regarding to terrorism and young people being radicalised, going abroad, fighting in wars in the Middle East. So, there is a large discussion going on about teaching *Fundamental British Values*. According to the interviewee, is important to discuss if this will be positive for the global learning agenda because it could be a very narrow focus instead of potentiate critical thinking. But the interviewee IB believes that this could be an opportunity because Government can recognise schools as an institution that can have a larger role in terms of helping to create critical and active citizens.

The other driver is the Government's concern about the effects of globalisation, particularly regarding to *British Competitiveness*, and there is a sense that young people should be comfortable about it, with themes as global commerce, collaborating with people from different nationalities, with communication skills, comfortable with diversity etc... because is what business is about and is saying to do... above all, is something that involves some risks but some opportunities too.

In 2018, PISA should integrate a part of its assessment, indicators of Global Competencies as well. This measurement is a clear indication of how this area is becoming more recognised as important. According to the interviewee this has a lot to do with commerce but its potential lies in the opportunity to understand the world in a broader sense. Notwithstanding, "it has been a frustrating time" concluded the interviewee IB.

When asked about how include British values in the broader global (and multicultural) understanding, the interviewee said that organisations working on Global Education do not know how to answer to this question yet. This is a highly controversial question and is not clear, particularly because England does not have a written constitution, so how could be taught specific national values, reflected the interviewee IB.

The interviewee IC started to point out that what he was mentioning was a personal position, not an institutional position about the issue... however, probably the mentioned perspective is shared more broadly. British Values is not something new, the idea of British values always have been there, particularly in Citizenship curriculum, which can be considered an opportunity for students engage with the concept. However, probably there are some tensions between understanding of what that means and Global Citizenship. The interviewee believes that the work that his organisation does can help in understanding and somehow to clarify what British values

are, in order to explore British identity. The interviewee IC believes that might have some possible connections between British values and the work of Global Citizenship, again in terms of values and skills.

The interviewee ID said that he was almost embarrassed, intellectually, for thinking about British values... there are a lot of contradictions... there is no historical (and scientific) evidence supporting British values. “What are they?” (ID). If you study values you can have very broad clusters, liberal, cosmopolitan, conservative...some more traditional, other more secular, rational... but not British values because according to the interviewee ID that does not make sense. “I think that this is not Education at all, is more security service” (ID). Is about prevent, is about terrorism... young people being radicalised. “It is fundamentally about intolerance” (ID). Government is worried about young people, particularly muslim, and other people that are getting radicalised.

The interviewee ID believes that the best approach is critical awareness. For example in England the national curriculum offers ‘Religious Education’, students are able to see different points of view, think critically... is the best antidote to these fundamentalisms (ID).

“Our Education System puts a lot of pressure and expectations on young people” (IC) because is about make students fit better in the Education System and not the other way around, as it should... this can be a tension.

The role of the Civil society organisations

State is not taking a larger responsibility for this area to the interviewee ID... and schools are becoming less State-funded or State-controlled. It is a hard time, for all the interviewees.

“Our work is not replacing the State, we see our work as a mixture between complementary to the State and also acting in a different direction to the State as well” (IB). The State has a key-role that education stakeholders cannot do, according to the interviewee IB, but they – the stakeholders – can add some value to what State does; the job is basically to do what State does not do or does not want to do. Sometimes is in a quite different direction, sometimes controversial but would be important that the State could follow some examples that came from education stakeholders. The role is co-operate, as an independent charity, do what the organisation believes be right and deliver as it prefers. Also, again, as an independent charity is also its job to instigate and push up the State to follow them. Sometimes the role is being ‘terrible with the State’, sometimes ‘nice with the State’ (IB).

Global Citizenship, Global Education are areas quite attractive to young people, they generally like and find interesting this kind of issues; having an education process that helps them make sense about the world is highly important, to think critically about global issues, Government issues... In this sense the interviewee IC concluded that having in consideration that the organisation is making some work that would be part of the role of the Department for Education,

somehow the organisation is replacing the State. Also, interpretations may vary so what the organisation interprets as Global Education can be different from the conceptual understanding from/of the Government, how the concepts are framed and developed. And the organisation of the interviewee IC has been going beyond the government in this area for a long-time. The interviewee IC mentioned that would like to see this particular relationship as a partnership between the Government and all GE sector, because this involves a lot of critical thinking and reflection. Both sides are needed. Ideally State and organisations in this sector should cooperate. This is something that already happened in a small scale and is happening with the Global Learning Programme, where some educational stakeholders were called to help in delivering GE contents in schools... this is a synonym of cooperation, particularly because the project is funded by the DfID. However the interviewee mentioned that in some cases the priorities on Global Learning might be quite different from what Government might find important. In conclusion “what we are doing is pulling in a different direction” (IC).

b) Hard data (with detailed information) from the interviews of Portugal’ stakeholders (*per dimension*)

Global Education overview and History

The interviewee I4¹¹⁰ started to say that in this area there are different groups of people that are working under different concepts (terminologies) about DE. The concept of Global Education is among all the concepts the one that is most delimited, because comes from the Maastricht Declaration (2002) and is also recognised by the Council of Europe. The concept works as a ‘umbrella’, where is possible to include other areas of global understanding such ‘Education for Human Rights’, ‘Education to Conflict Resolution’, ‘Education for Peace’, ‘Intercultural Education’.

Development Education started to arise from the need to raising awareness to cooperation, to support third-world countries. However, the interviewee I4 mentioned that nowadays the groups of people that work inside the area do not see DE according to the mentioned traditional vision anymore. The focus is, currently, the need to promote Global Citizenship and deal with Global questions. So, the Portuguese National Strategy on DE goes beyond the traditional DE area because involves a series of dimensions of learning such ‘Intercultural Education’ or ‘Environmental Education’.

¹¹⁰ To guarantee the confidentiality of the interviewees was created a code with the letter ‘I’ (Interviews) and a number.

Global Education within the national context and curriculum

According to the interviewee I4, there are several *entry points* on every discipline to include DE contents, or even outside of them. The interviewee I4 highlighted the importance of teacher training on the area as well. Also the Ministry of Education, through DGE, already recognised DE as an important dimension of learning by introducing it in the framework of Education for Citizenship (I4).

Notwithstanding, the interviewee I3 mentioned that not only is important to keep space in the educational scene to Development Education, but it is also feasible. The I3 interviewee believes that the mentioned space is lacking currently, which is interpreted as paradox because “(...) as the world become more complex, harder to understand, where the repercussions of what happens globally are more felt in our daily lives, in our individual and collective lives, most lack something as Development Education and Global Citizenship”¹¹¹ (I3). The interviewee I3 pointed out that we “will pay in the future” for not consider this area as we should, something that is characterised by a process that generates *autonomy*, *capacity of thinking* and *aims for a reflected and conscious action*, in order to people understand the world they live in. The interviewee I2 mentioned that there is some space to these sort of themes within the formal education system, however is not very extensive and highly depend on teaches and educators. The space could be bigger if the paradigm was different; currently the paradigm is very technical, bureaucratic... and teachers are in constant pressure and lost a lot of time in filling paperwork.

The interviewee I2 reinforces, in this sense, the need to give a specific space to Development Education; was also added that there are some disciplines where DE themes fit in a more direct way (e.g: Geography, Economy, Philosophy). In disciplines such Mathematic is a bit more difficult, but it is also feasible (through studying development indicators for example).

The interviewee I3 mentioned that one of the most important objectives of the Portuguese National Strategy of DE is that every citizen in Portugal could have access to DE and Education for Global Citizenship. The mentioned interviewee believes that such thing is possible because there is space within school to include DE awareness. Its feasibility enters from two main fronts: (i) by each discipline, where teachers can adapt the contents according to DE methodologies and contents, in constant correlation with the themes of each subject and (ii) under an interdisciplinary way, by approving School Projects or Class Projects. The final outcome would be the creation of a school environment that represents global citizenship by itself. To reach that, the interviewee I3, based on a range of years of experience in the field, stated the following needs: (a) teacher training and training of people with responsibilities in the area; (b) raising awareness of different

¹¹¹ From the original (in Portuguese): “(...) há medida que o mundo se torna um lugar mais complexo, mais difícil de entender, em que as repercussões do que se passa a nível global são cada vez mais sentidas na prática do nosso dia-a-dia, na nossa vida pessoal e coletiva, mais falta faz alguma coisa como Educação para o Desenvolvimento e Cidadania Global” (I3).

sort of professionals that work in schools and associated communities as parents associations for example; and (c) the existence of some “dedicated space”, where teachers and students can have time to discuss and reflect about several issues (I3).

Erstwhile the Portuguese education system had a curricular area called ‘Project Area’, where students should develop different sort of projects; its methodologies should be participatory and inclusive. In that area, students should work on projects that they would care about. However, this formative area ended under the justification that teachers and school boards did not know what they should do with it, resulting in a badly used curricular area because teachers reproduced the same themes over and over, or used the discipline to other purposes. The interviewee I3 mentioned that this justification is probably right, but instead of remove this curricular area from the school curricula plan, teachers should be told what they must do with it. The mechanisms to apply in this area would be, in conclusion, teacher training, sharing of materials, contextualised practices of DE under an analysis of external (other countries) and internal (national good practices) examples of DE and Education for Global Citizenship Practices, which only can be done with an effective support and investment.

The Directorate-General for Education¹¹² decided that Citizenship Education is a cross-cut area that includes fifteen general themes incorporated within it. One of them is Development Education. According to the interviewee I3, seems that there is some misunderstanding and, quoting, mixture between what is Education for Global Citizenship, Citizenship Education and Civics. The mentioned fifteen areas will be recognised at the Ministry level and for each one is being created a referential. The CIDAC, the Gonçalo da Silveira Foundation with the DGE and the Camões Institute are finalising the referential for Development Education, in order to apply it in the following academic year, 2015/2016. The referential will not contain the indication of materials to contextualise and apply the contents. So, the referential includes general thematic indications to apply since the pre-school to secondary education, with defined themes, which is a *good thing* according to the interviewee’s I3 opinion. Nevertheless, giving the lack of time of teachers and the multiple requirements and all the work that they have daily, would be important include in the referential pedagogic resources and methodological proposals in order to help teachers in conduct this process in the best and fruitful way possible. Also, the interviewee said that will happen a credited training to teachers to help them applying the referential, although still is unknown how teachers will apply the contents afterwards.

The interviewee I2 believes that teachers are not very supported in schools, that’s why is so important teachers feel themselves into a network; the network give them the idea that other educators might pass through the same difficulties, which can motivate them.

¹¹² In Portuguese *Direção-geral de Educação*.

In conclusion the interviewee I3 defends that is important to have ‘dedicated space’, teacher training on the area, raising awareness of everyone that belongs to the educational community and help teachers to build materials and pedagogical tools to sustain their actions. Both the interviewees I3 and I2 end this section mentioning that in DE must exists a coherence among the contents, the values and the methodologies around the themes; DE reveals itself not only by its themes but also by the methodologies that educators apply to reach global awareness (interpretation). The interviewee I02 also pointed out that the question of methodologies is very important, particularly at the school level, due the fact that the majority of methods selected by teachers remain the traditional ones. The possibility of integrating participatory methods when learning about the world is absolutely crucial because obligate us to think deeply, to debate, to be aware about what happens in other realities... this is only possible if educators and teachers are prepared to instigate discussion and reflection, by searching, adapting contents and games for example. As the interviewee I2 reflects, suddenly, the opinions of teachers and students are mixed, which can be something hard to deal with.

The interviewee I1 believes that the key-element to gain legitimacy is the institutionalisation of the area of *Education for Global Citizenship*, particularly through teachers training (connected to the formal education system), as some NGO’s have been doing. There is also a need to look at different curricular models, as was made a few years ago (was used the Oxfam model of a curriculum for Global Citizenship, a model prepared according to different age levels, with very clear themes and competences and values that should be achieved). This might be complicated to integrate in the education system due the current culture of exams and a restricted curriculum, as well as the lack of time from teachers and the availability to school affirms itself on this area. In this sense, *to be able to integrate DE within the system is necessary a high level of creativity* (I1).

The actions must be localised, depending on the context and the previous work on teacher training and the work of raising awareness with the community as well. All of this should conduct DE and Global Citizenship Education to a process that aims to show this area as relevant (I01). To achieve this aim the interviewee I1 stated that is crucial (i) that Academia joins the process, by studying good practices, exploring literature, consolidating the relevance of this area thorough educating “a citizen more complete” that could answer to the problems of the world; and (ii) agents of Education for Global Citizenship in all levels of society are highly needed, inclusively the Academia, City Halls, NGO’s contexts etc... “(...) is necessary to rescue every actors for whom this area is important”¹¹³ (I1). Also, would be necessary integrate DE crosswise but also under a specific discipline to reach its affirmation, an effective presence with a delimited body of

¹¹³ From the original (in portuguese): “(...) é necessário resgatar todos os atores para quem esta área é importante” (I1).

knowledge and should get the approval from the different institutional organisms depending of the level of integration (at school, university etc).

Lastly, the interviewee reflected that in Portugal we constantly adapt everything on Development Education from other countries, as New Zealand or England for example. In this sense would be important to develop our own tools and materials. The interviewee mentioned the need to articulate these materials with our own questions (at the county level, the interviewee I1 meant): connecting global issues to the current economic and social crisis, with our postcolonial identity (matter that should shows up in the formal curriculum). Pedagogy is important, however is crucial that students have in hands (and in mind) specific materials and organised modules.

The interviewee added that evaluation is absolutely indispensable to achieve the mentioned recognition of this sort of knowledge. That could be done by applying a test or some questions about specific themes (is important for example know what the UN is) but the interviewee I1 would give preference to “more democratic ways of evaluation”, more formative rather than a summative assessment. “No one born with critical conscience (...) everyone needs to be taught (...) through literature, by art, by travelling, by knowing other people – know the ‘other’ -, being open to this perspective of overcome our fears, our preconceptions”¹¹⁴ (I1).

Global Education receptivity from teachers and students

The interviewee I3 advances two main reasons why this themes have big acceptance. *First*, due the fact that the methodologies and the contents themselves are very open and participatory, which is pedagogically positive for adults, young people and children in general. Also because represents a different learning environment in relation to the traditional, hierarchical model of schooling that instigates repetition, with expository methods that poorly invoke creativity and imagination, as well as the life experiences of students.

In this sense, the interviewees I3 and I2 believe that when the educative process is more collaborative, interactive, playful... students feel attracted by it and show interest. However, regarding to levels of receptivity, the interviewee I3 believes that students are more open to this sort of themes in certain ages. The interviewees also refer that teachers are the professionals most aware about their classes and how to conduct sessions.

The interviewee I2 mentioned in this line. “Students that normally are always silent and do not participate, suddenly are already involved”¹¹⁵ (I2). Nevertheless the interviewee I2 reinforces that this is possible when teachers feel supported by other teachers or by their schools, otherwise make this happen can be extremely hard. There are some personal narratives that identify the

¹¹⁴ From the original (in portuguese): “(...) ninguém nasce com consciência crítica (...) deve ser ensinada (...) através da literatura, da arte, das viagens, conhecer outras pessoas, conhecer o outro, estar aberto a esta perspectiva de vencer os nossos medos, os nossos preconceitos” (I1).

¹¹⁵ From the original (in portuguese): “Alunos que normalmente estão sempre calados e que não participam e de repente já estão envolvidos” (I2).

transformation of students in global citizens, the substantial reason why teachers became teachers (I2).

The interviewee I2 also pointed out that this is very interesting for adults too because global problems are becoming more shared and some of them have a huge representation in our daily and local lives.

However, other some individual narratives from teachers for example, can be a concern because sometimes is reproduced the idea that DE is “everything that is good” (I2). This might be interesting at a first sight, but in reality these discourses mean that DE does not exist, because, as the interviewee I2 said, the ‘everything’ and ‘nothing’ are very close. DE has a self-identification and its own specificities. There is also a clear distinction between DE and humanitarian help that sometimes people misunderstood and that could represent the “(...) bleaching of citizen participation”¹¹⁶ (I2).

DE is a complex area that is made by contributions from Policy, Economy, Sociology, History, Languages, Culture... is multidisciplinary, sophisticated. The interviewee mentioned that is recognised some acceptance and receptivity of the area from City Halls and some cities already have projects going on in the DE field. However, the interviewee I1 mentioned that we need time to stop and think in order to develop projects in a more consistent way, relating the area with the current national situation, that brings issues such migration, movements of people circulating around the world looking for new opportunities.

However, regarding to teachers, they normally are receptive... the problem is that they have a range of solicitations. “The world doesn’t start and ends in Development Education”¹¹⁷ (I4). First of all is important to see what are the challenges on Education in Portugal and then see where Global Education can fits in (I4).

International influences in policy and practices

In international terms, the interviewee I4 mentioned that there are influences from international organisations, but Portugal also has been a proactive role in trying to influence others. However the interviewee pointed out that there are some differences in terms of conceptualisation/terminology among countries, as well as timings for take action and contexts.

The interviewee I3 believes that there are some documents, particularly from the European Union, about Development Education, that might contribute to the national practice of this area. The interviewees I3 and I2 pointed out the recent UNESCO’s activity about *Education for Global Citizenship*, which can creates more opportunities for DE in terms of recognition and, consequently, ‘dedicated spaces’ with consequential funding opportunities. The interviewee I2

¹¹⁶ From the original (in portuguese): “o branqueamento da participação cidadã” (I2).

¹¹⁷ From the original (in Portuguese): “O Mundo não começa nem acaba em Educação para o Desenvolvimento”.

stated that there are not so many influences internationally; the most known might be the ones from the North-South Centre. However, the interviewee I3 mentioned that there are currently some agendas, as is example ‘the Millennium Development Goals’, now ‘Sustainable Development Goals’.

By its turn, the interviewee I1 reflected that there is some international influence that we should welcomed, but we do not should feel inferior for do not have a consolidated history on DE.

Regarding to the international scene, was mentioned that there are some contradiction between the discourse from some international actors on DE themes and the values that should be attached to Global Citizenship. In other words, the interviewee I3 believes that there is a clear antagonism between the objectives that some international actors highlight as DE finalities, and the policies that they have been putting in practice, namely the *United Nations*, the *World Bank*, the *International Monetary Fund*, and the *World Trade Organisation*.

Regarding to the particular case of the European Union, the interviewee I3 referred that there is another sort of contradiction between the objectives and orientations integrated in general documents that work as guidelines of action for all member-states (some of them also quite far from what the interviewee I3 believes be DE) and the funding opportunities (that should be) attached to the formulated principles and guidelines. According to the interviewee I3 this is happening because the guidelines for funding come from a top-down model, that drives how DE should be implemented in terms of priorities of action, themes to discuss about, including the rule that counties should work with several (10) other countries... in some circumstances also recommend that candidates for funding should include specific key-words in the project etc. The interviewee I3 criticises this action because seems to be contradictory with the spirit of freedom and autonomy of Development Education. This *driving culture* as to do with “(...) the political objectives of the European Union and particularly the objectives of visibility of the European Commission’s action”¹¹⁸ (I3). Also, the current available funding for projects, which is between around 3 and 5 million euros, is absolutely impossible to reach in small organisations, because they cannot justify such amount of money to spend in their projects because they do not have the dimension to manage such quantity of money. The interviewee’s conclusion is that the European Commission is not interested in having several projects because that would implicate more work in approving and in following these projects. The interviewee estimates that the level of funding has decreased from an average of 40 projects approved by year to only 12... when funding is available, because sometimes there is no call (on DE themes) in the entire year. The interviewee I3 also added that are always almost the same countries to have funding for the projects. In conclusion to this topic, the interviewee I3 ended saying “the results will be the opposite of what

¹¹⁸ From the original (in portuguese): “(...) os objetivos políticos da União Europeia e particularmente nos objetivos de visibilidade da ação a Comissão Europeia” (I3).

is said in the agendas”¹¹⁹, referring to the international scenario of the DE and Global Citizenship Education.

Howsoever, the interviewee I2 highlight another sort of international influence, which is the work made by centres of research, thematic scientific journals or international conferences especially at the European level, that dedicate their best efforts to work on Development Education and Global Citizenship. It is not an agenda, but is a natural movement of people around this area, which represents a positive influence to countries like ours. In what regards to the European Union, the general principals associated with world’s development are antagonistic to DE. According to the interviewee there is no interest in promoting critical reflection about the principles of justice, equity, solidarity and inclusion... it is actually the opposite, in the sense of generation of exclusion through economy and competition in the markets (as is personalised in the 2020 Agenda). Human Dignity is far from the major concerns of the Union, as we can see if we look at the current situation of migration and the Greece’s case.

The interviewee I1 also mentioned positive connections established by some NGO’s in Portugal with the Global Education Network Europe (GENE). The interviewee I1 said that, in its report about Portugal, GENE made a couple of very positive prospects to DE in Portugal, particularly related to the Portuguese national strategy. So, is important to rethink our action, particularly being aware about EU’s policy on Development Education, in order to relocate our position in relation to the world. Is also crucial build a process of resilience, learning from the social and political examples that come from the South, and see what Cooperation teach us. Is absolutely important rescue our values, DE’s values.

National production on DE

At the national policy level landscape, the interviewee I3 believes that there is space on the formal education system to include Development Education, however would be necessary two main things: *first*, should exist a vision about Education, different from the vision that the current Minister has. The current Minister insists in a vision of Education that represent training students to be good professionals, under a paradigm of instruction, reducing the incorporation of knowledge to specific considered scientific fields and the exclusive development of the ‘cognitive part’. In this sense, is neglected the capacity of thinking with autonomy and develop the emotional, relational and creative personal dimensions. The interviewee I3 concludes that the cuts expected from Troika’s memorandum are only a part of the problem; the cuts went far beyond the memo’s orientations, which means that this disinvestment on Education is part of a very specific vision of what Education is. The interviewee I3 affirms that with the national elections some changes might happen in the future. The doubt exists because, in the interviewee’s words, (i) all

¹¹⁹ From the original (in portuguese): “Os resultados vão ser o contrário do que dizem as agendas” (I3).

the systems have inertia, which means that is difficult make changes at the systematic level; (ii) in order to change happens there is a need to know what we need want to change. Would be important that projects on education have some continuity. The interviewee I3 also mentioned a third point, saying that our Education System has been suffering several and highly different changes across years, being an unstable system.

The interviewee I2 believes that there is some space which is particularly promoted by the Portuguese national strategy on DE. Regarding to policy-makers, the interviewee I2 is not so sure that they are interested in this area, however the ‘door is not closed’, because, for example, the national strategy will be extended in order to its renovation.

Looking back when the strategy was built, the resources were not so many. The funding line decreased from 2010 to 2015 and in one of the years was not any funding available. The funding decreased from 600 000 euros to 400 000 euros (approximate values). The interviewee I2 mentioned that, in 5 years, probably should have been given around 3 million euros to DE projects, when in reality was received the amount of 1 million 600 000 euros. In this sense was a cut in the order of 1 million 400 000 euros. Were made available some resources to other punctual activities as the DE Forum, but were quite small resources. This perspective is also shared by the interviewees I2 and I3.

For the interviewee I1, the policy level on DE subject should be interpreted in an international context; the strategy represents the need that the State itself will need to assume policies on the field, as has happened internationally (I1).

Is also crucial avoid some terminology that might be confused and focus the action on the dimensions of participation, partnerships, development as a cultural perspective. The citizens must (continue to) act even under small groups or movements... there always will be ‘*survival processes* in Development Education’ (I1) because is inevitable. Globalisation itself can be a way to connect people through learning... there are some actors active on this but is important to congregate everyone to affirm the area. All of this should have the support of the State.

The interviewee I1 believes that the State can do something for Global Citizenship Education, by assuming this area and being a supportive structure, in order to create Global Education Policies in Portugal. “I believe that schools contribute in a larger scale to citizens’ formation. Schools have a range of problems (...) but there are very interesting projects of self-transformation, of creativity, building knowledge (...) and schools have some autonomy (...)”¹²⁰ (I1). Advocacy will be an essential process to create a close relationship with the State, which will hopefully promote more policies on Development Education.

¹²⁰ From the original (in Portuguese): “Acho que as escolas contribuem em grande medida para a formação dos cidadãos, as escolas têm muitos problemas (...) mas têm processos muito interessantes de transformação, de criatividade, de construção do conhecimento (...) e há autonomia nas escolas” (I1).

According to the interviewee I4, what is important is to continue to work with the Ministry of Education, with NGO's and other organisations involved in a long-time basis. Improvements are always possible to have space in the national scene (I4).

Prospects of/to Global Education in Portugal

In order to understand the future prospects regarding DE, is important to look at some of its challenges.

There is also a problem with DE in Portugal, which is that just a small number of people work in the field for more than four or five years because there are very few jobs in the area, the resources to work are not so many. The interviewee I2 also identified a preconception: the majority of funding required to DE projects is for human resources, which can be seen as a way to the workers 'govern themselves'... and to the interviewee I2 one of the critical factors of DE's success is precisely the people that work on the field: their knowledge and experience and if the person has the skills, the methodological and pedagogical capacities for example.

DE expansion is harder to achieve because is more intuitive, even for companies; is easier for companies to say that they have fed x number of people, than promote something that calls itself as "(...) an educational process of critical reflection and social transformation of the future generations... this is much harder to people get attached to, so, we end up to be in disadvantaged even in the process of fundraising to the organisation"¹²¹ (I2).

When asked about prospects to DE in the future, the interviewee I3 stressed a couple of potentialities that currently DE's general team has. There is a very good national strategy on DE, that has been counting with the effort and collaboration of several organisations (from both the State and Civil Society). In five years of implementation, the work around the strategy continues 'alive' and attractive, which sometimes is not very frequent in other countries. The major desire that the interviewee I3 showed was the importance to keep working on the strategy. Was also mentioned that was recently created the 'Education Network for Global Citizenship'¹²² that joins several teachers and educators, since the pre-school to universities, to discuss Global Education themes in order to apply hereafter in their schools. The feedback is that the working is going very well. The interviewee I3 claimed that there is the hope that the Minister of Education will be an important partner in this area in the future, which is not verified nowadays (I3). To finish, the interviewee mentioned that "(...) if there is the minimum of conditions, this work will

¹²¹ From the original (in Portuguese): "(...) um processo educativo de reflexão crítica para a transformação social das próximas gerações... isto é muito mais difícil de as pessoas agarrarem e, portanto, acabamos por estar em desvantagem mesmo no processo de angariação de fundos das organizações" (I2).

¹²² From the original (in portuguese): "Rede de Educação para a Cidadania Global".

continuously happen, will grow up, will mature and (...) will possibly have some impact in the future”¹²³ (I3).

The interviewee I2 hopes that with this recent movement from UNESCO about Global Citizenship, and hypothetical governmental changes, might create another space to this area, which will hopefully lead to more available resources. The interviewee also pointed out the importance to workers on DE area receive more resources to work, inclusively by being better paid as other areas of work are, in order to retain good professionals on DE field.

The interviewee I1 reflected that Portugal is a small country where the majority of actors in the DE area know each other. In this sense, will be essential secure more support at the national level, to disseminate DE practices. Also, is absolutely important to learn with international (and European) counterparts, particularly the ones from the Global South; is important to value other sort of knowledge and perspectives, different from the western vision, also to rescue a certain culture of Solidarity and Humanity. This only can be made by people, more specialists thinking and working on this area, in order to turn the field more rigours.

For the interviewee I4, the challenges still is the promotion of teacher training (initial and continuous), in long-term.

¹²³ From the original (in portuguese): “(...) que se houver um mínimo de condições, que este tipo de trabalho vai continuar a existir, vai crescer, vai amadurecer (...) e pode vir a ter algum impacto no futuro” (I3).

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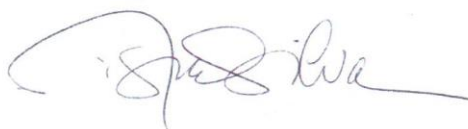
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